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ABSTRACT

This curriculum guide presents learning activities for use by facilitators in Parent Time sessions in the Family Literacy Program, a part of Kentucky's Parent and Child Educational Program (PACE). In Parent Time sessions, PACE instructors share information with parents, and parents practice family life skills. The learning activities used in the sessions are designed to build and develop parent competency, self-esteem, and skills; help parents appreciate, become familiar with, and encourage learning; and help parents improve their relationship with their children. The learning activities are also intended to promote four key skills: decision-making, communicating, using information, and problem solving. Introductory and overview sections of the guide outline the purpose, goals, and methods of the activities, and provide guidance to group facilitators. The six sections of the guide present the learning activities, each focusing on one of the key roles of parents as: (1) persons; (2) parents; (3) students; (4) family members; (5) community members; and (6) workers. Each of the descriptions of the activities typically discusses the background and objectives of the activity, preparation for the activity, and the procedure for conducting the activity. (TM)

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PARENT TIME CURRICULUM GUIDE

A Learning
Activities
Guide
For The

PACE FAMILY LITERACY PROGRAM

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INTRODUCTION

PURPOSE OF THE PROJECT AND LEARNING ACTIVITIES

PACE is a family support and education program, funded since 1986 by the General Assembly of the State of Kentucky.

This collection of learning experiences has been compiled for use by the PACE Family Literacy Program staff during Parent Time sessions. The Parent Time sessions provide PACE instructors and group members with time to share, learn and practice family life skills during the course of the PACE Family Literacy Program. These materials will help you in that process. They outline participatory learning experiences, effective communication skills and structured curriculum approaches for your work with parent groups.

PACE program administrators have identified the needs. The Family Resource Coalition (FRC) has brought the materials together to address those needs. FRC has provided technical assistance, training and consulting services to the PACE Program to support and strengthen staff capacities as small group facilitators. Our work together has refined the materials found in this handbook.

These Parent Time learning activities are designed to:

- Build esteem and develop feelings of competency and empowerment among parents.
- Build parent capacities and competence in life skills and personal management.
- Build parent capacities and competence in parenting.
- Build parent capacities and competence in family relationships and family management.
- Increase parent appreciation of learning and the value of education, both in school and as a life-long endeavor.
- Enable parents to become familiar with and comfortable in the school setting.
- Help parents learn to model positive parenting skills for their children.
- Help parents provide a model of interest in and motivation for education.
- Provide parents with communication and feedback techniques that will enhance their relationship with their children.
- Help parents recognize and use their power to affect their children's learning process.

Introduction, continued

The activities described are suggested learning activities. They are meant to be adapted to your own style—much the same way you might modify a recipe from a cookbook. Use them to help you build your own collection of learning activities and strategies that work well with your parent groups. Using these materials, or your variations on them, will help you feel more comfortable and competent when you are facilitating groups of parents, engaging them in active learning processes. They will also help increase the parents' feelings of competence and self-esteem.

ASSUMPTIONS AND BASIC PRINCIPLES

The assumptions and basic principles upon which this curriculum is based come from the philosophy of family resource and support programs in America. Family resource and support programs are based on the beliefs that: all parents want to be good parents and, even in situations of great adversity, there are existing strengths upon which good parenting practices can be built.

All parents may need support in the parenting process at some time in their lives. Parents, like children, need ample opportunities and appropriate settings to enhance their sense of competence and feelings of self-worth. A network of relationships that provides emotional support and access to information and resources is as essential to every family's well-being as shelter, clothing and food..

Today there are thousands of community-based family resource and support programs operating in communities throughout America. They provide a variety of opportunities for parents to learn new skills and enhance their competence as parents. These programs do more than enhance skills, however. They provide support, feedback and validation through productive relationships with peers and professionals. The Family Resource Coalition supports these programs with information, consultation, training and networking resources.

The PACE Family Literacy Program is an exemplary school-based model, which engages parents in their own and in their children's learning simultaneously. PACE reflects the assumptions of family resource and support programs in many ways:

- PACE builds on the inherent strength of the parents' desire to see the quality of life of their children improve.
- PACE builds on the strength of the loving bond of the parent-child relationship.
- PACE builds on the strength of the family system, by engaging at least two family members in the experience of learning, instead of focusing on the child or the parent in isolation.

In any learning activity, what is useful is what works for you. These Parent Time activities are intended to add to the successful strategies you are already using. They are designed to be integrated with existing PACE Program curriculum and materials.

Overview, continued

These materials will help you to focus effectively on the key roles of parents, which we have identified as follows:

- **Parents as Persons**
- **Parents as Parents**
- **Parents as Students**
- **Parents as Family Members**
- **Parents as Workers**
- **Parents as Community Members**

As parents fulfill the responsibilities and carry out the tasks associated with each of these parent roles, feelings of self-esteem and self-worth can make the difference in the parent/child relationship. We believe that self-esteem is the foundation for skill development in all areas. The reverse is also true. Skill development and experiences with success enhance self-concepts and self-esteem.

Self-esteem, then, is the foundation for the Parent Time curriculum. This suggests that the processes and the atmosphere within the classroom must take into account how people learn. They must be responsive to basic human needs that contribute to self-esteem. All of us learn better when we feel that our environment is safe, comfortable and secure. We need to be able to express ourselves without fear. And, we need freedom, authority and control over our own decisions and actions.

The Parent Time learning activities have been designed to help PACE instructors facilitate parent group sessions that respond to these needs. The exercises are intended to be positive and validating. They are designed to foster the growth and development of everyone involved.

A set of learning experiences that will promote the development of key skills is included in each section. These skills are: **communication, using information, problem-solving and decision-making.**

- **Communication skills** help parents know what emotions they are feeling, to define what they truly want, to express their intentions and needs with clarity, to listen attentively and actively to others, and to show understanding and empathy.
- **Using information** teaches parents how to determine what knowledge is needed, learn where and how to find the necessary resources to get this knowledge, learn how to request assistance, make sense of information and put it to meaningful use.
- **Problem-solving** helps parents make challenges manageable, to: develop a logical workable plan or approach and put that plan to work, think about the steps involved, possible actions to take and the consequences of steps and actions.
- **Decision-making** requires figuring out what's important or has priority, thinking about what we want to have happen, planning and taking actions that are likely to promote success and feelings of accomplishment.

Communication

Using Information

Problem-Solving

Decision-Making

Communication, using information, problem-solving and decision-making skills are emphasized in the learning activities for each parental role. You may find that there is some repetition; this is intentional. You should feel free to select activities that you believe will work well for you and your group and to skip activities that seem awkward or difficult.

Ultimately, the success of your Parent Time session will be based on the quality of the relationships that develop between you and the parents, and among the parents in the group. The Parent Time activities included here may serve as a road map, but when the journey is underway, parents and staff will be engaged in a dynamic creative process. Many ideas and new activities will emerge spontaneously. You might want to keep a journal to help you capture some of the most productive moments and turn them into new curriculum materials.

You've heard the saying, "Time is money." Certainly, that's true for a taxi driver. But for us, time might be better described as opportunity. Parent Time provides a rare opportunity for parents to focus on themselves as they are exposed to new information that stimulates their development. This collection of learning activities is intended to help PACE staff and parents take full advantage of this opportunity.

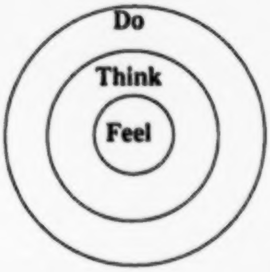
PARENT TIME

WHAT IT IS AND HOW TO USE THE ACTIVITIES

Learning Together, From One Another, About Ourselves and Our Families

Parent Time:

- ◆ is a group experience rather than a classroom situation
- ◆ encourages active participation by all members
- ◆ provides a place for practicing new skills
- ◆ uses peer interaction and sharing more than direct presentation
- ◆ focuses on development of practical life skills usable in many adult roles
- ◆ provides a place for validation and support
- ◆ offers experiences that enhance learning by combining doing, thinking and feeling



This little chart helps us understand how people learn. Feeling is at the core of learning. By doing things, like having a discussion or acting in a role play, and thinking about what we're doing — what the implications are — we begin to feel the impact of what we're learning and to remember the learning experience—and what we have learned. Thus, we have come to understand, or learn, something we didn't know before.

(Adapted from "Women Working Together for Personal, Economic and Community Development," Suzanne Kindervetter, OEF International Publications, Washington, D.C., 1983

HOW ADULTS LEARN

Parent Time activities are based on adult learning theory:

RELEVANCE	Adults want to learn that which they can apply to their own lives.
IMMEDIACY	Right away.
COMPETENCE/ SKILLS	To solve a problem, to obtain a skill.
EXPERIENCE	Adults learn best that which is most closely related to their own learning and experience.
RESPECT	Adults learn best in a relaxed environment where they are respected as people (irrespective of educational or material achievements).
PARTICIPATION	Adults learn best when they combine doing, thinking and feeling.
LEARNER-CENTERED	Adults learn best at their own rate, when they can control what and how they learn.

Adults remember:

- ◆ 20% of what they hear.
- ◆ 40% of what they hear and see.
- ◆ 80% of what they do.

(Adapted from "Tools for Community Participation", Lyra Srinivason, OEF International Publications, 1989)

HOW TO USE PARENT TIME LEARNING ACTIVITIES

Parent Time activities are designed to:

- encourage active participation of parents in experiential learning activities.
- recognize parents' strengths.
- build and enhance parents' skills.
- create a supportive, safe environment for learning.
- provide parents with opportunities to practice new skills.
- assist parents in determining how best to use these skills in their own lives.

Parent Time activities:

- are organized by roles of parents as persons, as parents, as family members, as students, as workers and as community members.
- focus on enhancing four interrelated life skills: communication, using information, problem-solving and decision-making.
- are flexible and can be adapted by you to suit class interests and abilities.
- may be used in any order, depending on the group's interests or concerns.
- assume that each parent has a Parent Time notebook, with a place to take notes, keep handouts and write down reactions to what occurs at PACE or at home in relation to the activities.
- assume that you have a blackboard or flip chart at your location.
- are designed for use in one session (except where otherwise noted); some sequential activities are numbered Parts I, II, etc.
- are designed for learning by having fun.

TOOLS FOR PARENT TIME FACILITATORS

In general, we tend to remember about 10% or less of what we hear. And people learn in different ways. Some people like to see it, some like to hear it, some like to write it down. But research tells us that most learning is really accomplished by combining doing with thinking and feeling.

This is why PACE encourages using a lot of different methods to engage parents in learning activities, and using at least one visual aid during a session. Anecdotes, discussions, pictures, charts, handouts, games, hands-on activities and making things, all help parents remember new information and absorb new concepts.

The following descriptions outline some kinds of methods you will find useful in your work with parents. Some of these techniques may be unfamiliar and possibly a little awkward for the group to undertake. But when group members relax and lend themselves to the process, as you practice these techniques, you will find that they enhance your skills with groups. They will become second nature to you.

◆ **Brainstorming** - Group size: any size. Purpose: Generate lots of ideas to further a discussion.

Any size group can brainstorm about a topic. The aim is to get as many responses as you can on the board in a short period of time. The goal is quantity, not quality. All ideas are accepted. Ideas are not criticized or judged. After brainstorming, you and the group can review the list of ideas generated. Everyone should participate in putting the ideas into categories or listing similarities and differences or simply discussing them.

◆ **Buzz Groups** - Group size: 3-5 persons. Purpose: work on a specific topic and come back to the larger group with a range of ideas.

Parents will be more comfortable expressing themselves freely in small groups of from 3 to 5 persons then they will in a larger group. Buzz groups enable everyone to participate in working on a topic.

To break into groups, have people count off to the desired number, say 3 (this depends on how large the group is). Then all the 1's get together, all the 2's, and so on. In the buzz group itself, one person takes notes in order to report to the whole group when it reassembles. Everyone who wants to has an opportunity to share in a buzz group. It is a good idea to keep the topic clear and simple.

◆ **Pairs and Groups of Three** - Group size: 2 or 3 persons. Purpose: interview for opinions, or try out a new communication or skill.

Pairs and groups of 3, like buzz groups, encourage everyone to participate. At the beginning of a session, people may be afraid to speak out and will find it easier to express themselves in this kind of intimate situation.

In addition, pairs and groups of 3 are good contexts for modeling or practicing new communication skills.

◆ **Small Group Discussions** - Group size: 5-8 persons. Purpose: Plan a task or focus on a specific topic to come back to the group with consensus on an issue.

Small group discussions are like buzz groups with more people in them; they allow parents to focus on a single topic and express their ideas freely. Unlike a buzz group, in a small group discussion there should be a leader who asks key questions and keeps the discussion moving, as well as a recorder who takes notes and provides a summary. Parents get a chance to use new skills as group leaders and recorders.

◆ **Large Group Discussions** - Group size: all together. Purpose: consider general ideas, opinions or reactions to an event or activity.

The entire group can focus on a topic for a brief time to good effect. A large group discussion should be lively and productive. As the facilitator, you should plan your introduction and questions very carefully. Be sure the ground rules are clear. At the beginning, introduce easy topics. Avoid "yes or no" and "why" questions. Always use the board to record key points. Summarize from time to time. Limit a large group discussion to no more than 10 minutes.

◆ **Role Play** - Group size: divided up or all together. Purpose: observe and/or practice new skills, learn by doing, get feedback, increase empathy.

Role play is a dramatic device that helps people practice new skills by trying out or observing unfamiliar approaches to familiar situations. Parents have a chance to take on a role or create a scene that uses new information or ideas. Job interview techniques and/or telephone skills are examples of useful role play.

Role play allows people to learn from constructive criticism by observers about how they handled themselves in the role play situation. Role play gives people the chance to better understand other points of view or experiences, through the opportunity to temporarily "walk in someone else's shoes."

Role play works best when the activity is brief and the goals are clear. People should know what parts they are being asked to play and what they need to communicate. An outline script can be helpful. Sometimes it is helpful for the facilitator to talk over an unfamiliar role with the group, to think through what would motivate, anger, impress or otherwise affect such a person — what kinds of things someone might say or do in such a situation.

Role play can be done in a fishbowl manner. In this case, the larger group is in an outer circle, watching a few members role play. Or if space permits, the class can break into several small groups and role play situations simultaneously.

SOME WAYS TO GET PEOPLE COMFORTABLE AND PARTICIPATING IN ROLE PLAY

Do a few simple warm-ups which are short and specific. Be sure they are non-threatening and foolproof—something the person is already fairly good at or that doesn't involve a scary authority figure. For example, you are a frog and she is a fly.

Make it humorous by having participants exchange places with the "teacher" or "child," for example, and then encourage them to be as dramatic and extreme as they like. Tell them to "ham it up."

Make note of class members who are fairly vocal or don't mind being a little bold or who seem to have a somewhat theatrical flair. Team up one of these with a quieter person so he/she can relax and join in the fun.

Play a role yourself with one of these role playing leaders or your PACE team member. Let them know that at first it may feel a little funny, but once you get into it, the experience is fun and a great way to learn to sense what the other person is thinking.

Make sure people know that the purpose is not to give or get criticism. Usually people recognize when they have said or done something that isn't quite effective and don't need it pointed out. They need to be encouraged and praised for what they did that worked.

Say, "I really liked how you handled... Is there any place you think you would have handled the situation differently?"

ALTERNATIVES TO ROLE PLAY FOR FOLKS WHO AREN'T QUITE READY

Use close approximations. For example, if the group is discussing how to approach authority figures but is hesitant about actually acting out a scene, you might ask them some questions, such as: "What would you say in this situation? Would you stand or sit? What tone of voice would you use?"

By this approximation, people can at least "walk through" the elements of a role play. It may not have the impact of an effective role play, but it will work better than trying to force people into doing something that is clearly uncomfortable for them. Group members will receive many of the same benefits.

MAKING IT HAPPEN

YOUR ROLE AS GROUP FACILITATOR

During Parent Time, PACE instructors change hats to become facilitators. Facilitators are responsible for establishing and maintaining an environment that encourages participation and growth. The facilitator:

◆ **Fosters optimal participation of all members by:**

- expressing appreciation for the contributions of all members...
- being generous with sincere praise and positive comments...
- respecting the right of each member to participate at his/her comfort level...
- encouraging cooperation...
- avoiding judgment and criticism.

◆ **Encourages group discussion and sharing by:**

- drawing out group members' comments and reactions...
- waiting to offer reactions and comments until after group members' participation...
- minimizing the use of two-way questions and answers between facilitators and individual group members.

◆ **Acts as a participant in the group by:**

- sitting in the group circle during activities rather than standing in front...
- using words like "we" and "us" rather than "you"...
- entering into but not dominating discussions, sharing stories and personal examples...
- letting the group know how much he or she learns from them.

◆ **Establishes an orderly situation by:**

- helping the group develop ground rules for discussion...
- emphasizing respect for opinions of others, privacy and the fair share of time for members to talk...
- helping the group to manage members who monopolize discussion...
- protecting the group from members' bringing serious personal problems into the group.

◆ **Enables the group to determine its own direction and topics for discussion by:**

- asking for ideas...
- soliciting feedback from the group about activities, topics and discussion...
- involving parents in leading discussions and planning activities.

Making It Happen, continued

- **Models the skills emphasized in the curriculum by:**
  - communicating clearly...
  - gathering and using information...
  - solving problems in the group with group participation...
  - involving the group in making decisions.

- **Maintains openness, flexibility and responsiveness to participants' needs, concerns and interests by:**
  - using suggestions...
  - recognizing differences of opinion...
  - supporting parents' choices whenever possible...
  - recognizing growth and accomplishments.

- **Stimulates participation. Facilitators use a variety of questions to draw out group members during discussions:**
  - "What else have you heard about this?"
  - "What do the rest of you think?"
  - "Has anyone else done this differently?"
  - "What are some other ways this could be handled?"
  - "That's a tough situation. How do you cope with it?"
  - "How do you feel when this happens?"
  - "Is there anything you'd do differently if this happens again?"
  - "What would you do if......?"

- **Universalizes concerns.** Facilitators help members see that their concerns and questions are shared by others. This reduces anxiety and builds group cohesion.
  - pointing out similarities between the concerns and questions of individual parents...
  - adding personal experiences which are also similar...
  - asking others if they feel the same way.

- **Links people's ideas.** Facilitators point out both common and different themes in group members' comments. This helps people learn to analyze and synthesize, and it helps group members learn to listen to one another carefully.
  - "That sounds like what we were discussing the last time. Does it sound the same to anyone else?"
  - "A few minutes ago, we seemed to be on a slightly different track. Can someone make the connection here?"
  - "Now we've just heard two different opinions on the same topic. It's interesting to find how many different approaches there can be to.... Would someone like to add another?"

- **Summarizes.** A facilitator ends each activity or session by briefly reviewing ideas, suggestions, conclusions and/or plans which have been put forward by the group.
  - "We've covered a lot today. First we.... Then the group.... Finally we...."
  - "Everyone had a lot to say on this topic and a lot of interesting and thoughtful ideas. We've decided to continue the discussion next time, and talk about.... Thank you, one and all."

HINTS ON HANDLING GROUPS

An Effective Facilitator:

- ◆ Allows for **balanced participation** among all members.
- ◆ Is able to **set limits** as well as to reinforce appropriate behaviors.
- ◆ Appreciates the power of **modeling**—by the facilitator and other group members.
- ◆ Assures that **group rules and goals** are clear.
- ◆ Demonstrates genuine **respect** for participants.
- ◆ Helps people feel good about themselves in the group by communicating an accepting and **nonjudgmental attitude**.
- ◆ Indicates **appreciation** of members' capabilities and interest in learning.
- ◆ **Reinforces** the efforts of group members who respond constructively to persons creating difficulties.
- ◆ **Encourages** group members to:
    - *initiate*—propose a task, define a group problem, suggest an idea.
    - *seek information and/or opinions*—request facts, ask for others' opinions, seek suggestions and ideas.
    - *give information*—offer facts, opinions and ideas.
    - *clarify and elaborate*—interpret ideas or suggestions.
    - *summarize*—bring together related ideas, offer a decision or conclusion for the group to accept or reject.
    - *test for consensus*—offer an idea or conclusion to see if the group wants to make a decision or come to agreement.
    - *harmonize*—work to reconcile disagreements and reduce tensions.
    - *facilitate*—encourage participation of others.
    - *support*— be friendly, warm, responsive, accepting of other members.
    - *compromise*—admit errors, alter a stance in the interest of group cohesion.
    - *sense and express feelings*—share feelings, note and solicit feelings of others.

(Source: "Helping Parents in Groups: A Leader's Handbook," Brown, Coplon, Sonnenschein, RCI Communications, Inc., 1984, pp. 149-151, 155)

GENERAL STRATEGIES FOR HANDLING DIFFICULT MOMENTS AND MEMBERS IN PARENT TIME GROUPS

During the course of any group, there are times when one or more individuals present a challenge to the facilitator or puts the rest of the group in an awkward situation, and thus slows or prevents learning or sharing. As facilitator, you need to understand and use your role to help keep the group on an even keel—so that Parent Time can be a meaningful place for growth and building relationships. In general, most other parents will be uncomfortable with the problem, but also will be unable to confront their fellow parents about it. That is why you need to be ready to step in and find an appropriate way to handle the problem while still respecting the person who is causing it.

A "difficult moment" might be: 1) when someone is exhibiting a problem behavior, or 2) asks a too pointed question, or 3) becomes angry at you, or 4) reveals something more personal than is customary for the group, or 5) when someone strongly disagrees with how a fellow parent handled something, or 6) when someone in the group feels a parent is misinformed. These situations take some thoughtful, sensitive handling.

Effective responses in these situations need to be **honest, respectful and sensitive to the feelings of the people involved.** People need to know that you have heard and understood them. They need to believe their feelings were accepted rather than denied or judged.

The following are a set of effective options that help group facilitators handle difficult moments:

1. Universalize the situation: "Others feel that way sometimes." "...Has anyone else had something similar happen?"
2. Neutralize the situation and take out the value-laden content: "Opinions vary about that."
3. Provide information: "Experts believe..." "I read an article on this."
4. Ask for more information: "Can you explain more about how that happens?"
5. Postpone discussion: "Since we really can't get into this now, could we plan a later time to talk about this?"
6. Talk privately with the person: "This is important but not what the group is doing now. Let's talk after class."
7. Provide concrete help: "Here is an idea that can work in that situation."
8. Give a direct response.
9. Share your feelings/concerns: "I'm a little uncomfortable with this."
10. Make a humorous remark, but not at the parent's expense.
11. Set a limit.

Strategies, continued

12. Involve the group in deciding what to do—especially when someone has taken the conversation off track.
13. Reflect back the feelings or dynamic of the group: "When we talk about this, it arouses some discomfort."
14. Respond nonverbally to demonstrate concern and interest—a form of acknowledgement.
15. Avoid value judgments or evasive replies.
16. Don't ignore difficult moments or use negative body language.

(Source: "Helping Parents in Groups: A Leader's Handbook," Brown, Coplon, Sonnenschein, RCI Communications, Inc., 1984, pp. 149-151, 155)

SOME ADDITIONAL TIPS FOR DEALING WITH DISRUPTIVE BEHAVIORS

All facilitators experience difficult moments in their groups. At these times, facilitators need to respond to the awkwardness and redirect the conversation or diffuse the discomfort of the members of the group. One of the most frequent occurrences in a group is a member who disrupts the conversation by interrupting, changing the topic or drawing attention to herself or himself in a way which takes the discussion off track. As facilitator, your role is to put the conversation back on the right course. Some effective ways for dealing with disruptive behaviors are:

1. Be prepared to remind the group of the group rules made to allow and encourage participation.
2. Be prepared to kindly yet firmly set limits on unacceptable behavior.
3. Be prepared to take charge of the direction of the conversation when a disrupter has taken the group off track, has created distress for others, or is interfering with others' rights to benefit from the group.
4. Remember in all cases to acknowledge with respect. Examples: "I can see that this is a problem for you..." "That must have been very difficult..." "I can tell this is of interest to you..." "This is an important topic, but..."
5. Make a judgment whether or not more time can or should be spent on this person's issue. The decision will depend on your sense of the individual and the group, and how what the person is saying fits with what the group's agenda. You may ask group members if they want to take time at that moment to deal with the issue. They may, or they may be interested in taking it up at a later date.
6. Act on the decision. Either spend a few minutes dealing with the ideas brought up or commit to a later date—or proceed to redirect the conversation. For example: "Let's hear what Jane has to say now." "We need to get back to our topic now." "Ted, can you remind us of our last discussion?"

Reminder: Even if you feel angry or frustrated, it won't help to use words that put down or shame or humiliate the disrupter. It is always important to be respectful—a disrupter is acting out of some need, even if we can't or shouldn't be expected to fill it. The person usually is not trying to be unpleasant. Sometimes just being briefly sympathetic, followed by firmly getting to the business at hand, will be enough to keep the member operating satisfactorily within the group.

Some Additional Tips, continued

Finally, often over the course of Parent Time meetings, individual members tend to take on certain roles that are not helpful for their own learning and/or sharing or for that of the other group members. Some of the roles you may come to recognize are:

Monopolizers:	They like to talk. They burst in during pauses. **Facilitator responses:** "Wait a minute. Everybody gets to talk once before anybody gets to talk twice. Who else wants to say something on this?" "Let's follow our own rules for giving people a chance to talk."
"Yabbas":	They reject any offered solution with, "Yeah, but...it won't/can't/didn't work...etc." **Facilitator responses:** "It doesn't sound like you want help." "I'm sorry, we've offered all we can. Maybe you should look for help somewhere else." "It seems as if you'll have to decide for yourself."
Fighters:	This may be an abrasive person or a very angry one, who enjoys a fight and argues with everyone. **Facilitator responses:** "I don't know what's going on, but I'm concerned about what your anger is doing to the group. Please try to be more considerate of others." "Please cut back on the personal attacks. I'm a facilitator, not a referee."
Detractors & Snipers:	They do not agree with any theories or ideas and are very vocal about denouncing what is presented. **Facilitator responses:** "I wish I could go along with you on that, but..." "I'm afraid my experience doesn't reflect yours..." "I don't want us to get distracted by that right now..." "Thank you. Now to the topic at hand."

Some Additional Tips, continued

Interrupters:	They are intent on expressing their own ideas, and lack patience for hearing someone out. **Facilitator responses:** "Hold on, please. I don't think she's finished." "Remember the ground rules—no interrupting."
Judges:	They are quick to pass judgment on an action, idea or theory. **Facilitator responses:** "Remember, John, we aren't here to judge, but to learn." "We all hold different beliefs, so let's respect that and not get into the so-called right or wrong of behavior. Let's concentrate on practical ways of changing the behaviors we don't like in ourselves and our children."
Worriers:	They feel responsible or upset when things don't go smoothly in the group. **Facilitator responses:** "It's okay, Holly. Remember, we can disagree and still respect and like each other." "Some of you seem uncomfortable whenever we begin to disagree. Let's stop a minute and talk about ways of dealing with conflict in families and in groups. It may help us here, as well as at home."
Observers:	They are hard to get involved in the group. Facilitator responses: "What about you, Jane? Tell us what you would recommend in this situation." "Let's hear from someone who hasn't spoken...Jane."

(Adapted from "Working With Parents," Dolores Curran, American Guidance Service, 1989, p.76)

PARENT TIME IS A TEAM EFFORT

Parent Time is the one time during the PACE Program when parents come together to share and learn. Parent Time complements the other PACE activities of Early Childhood Education, Adult Education, and Parents as Teachers. As such, Parent Time provides a wonderful opportunity for parents to develop relationships with other parents who share similar goals, to hear different people's ideas and to express their own and to integrate some of their new learning into the ways they want their lives to be.

Parent Time is also the one time during the day when both the Adult Education Instructor and Early Childhood Instructor can work together as a team and pool their knowledge about children and adults, to support PACE families.

By working as a team during Parent Time, PACE instructors have a more complete picture of each PACE family. That is, the Early Childhood Instructor has training and a knowledge base for understanding each child's growth and development. Similarly, the Adult Education Instructor has training in how adults learn, to provide understanding of what each parent faces in reaching her/his educational goals.

Together, the PACE instructors know more about each family than most other helping professionals, and certainly more than any other teacher with whom the family comes in contact. As issues or goals for families emerge in Parent Time, the presence of both instructors helps provide more support and follow-through for the families involved. Drawing on their team experience, PACE instructors can be consistent and understanding of each family's hopes and needs during the entire PACE day.

A second advantage of the Parent Time conducted by both PACE instructors is the sharing of the responsibility of preparing and facilitating the group. PACE instructors can support each other.

Parent Time is an educational support group. It is most successful when the facilitators provide a framework for discussion and parents use their own life experiences to increase their learning. By working as a team, one instructor can attend to the task at hand—the discussion or activity, and the other instructor can tune into the feelings and participation of the parents, to build group cohesion. When one instructor is more knowledgeable about a topic, she/he can lead the activity; the other instructor can encourage parents to participate, or follow up with questions or comments which recognize individual feelings or responses. Two instructors can demonstrate role playing much more easily, and thus make it less threatening (and more fun) for the parents.

With two instructors at Parent Time, handling disruptive behavior can also be easier. If a parent is challenging or disrupting the discussion or activity, the instructors can share the responsibility for helping to diffuse or control the problem, so that one instructor is not set up in a battle for control with the parent.

TEAMWORK TAKES PLANNING

While some people may think that working as a team is "more work," the payoff of teamwork is much greater for PACE families and PACE staff. The keys to successful team facilitating are planning and reviewing. By setting aside 30 to 60 minutes each week to plan Parent Time together, the Adult Education and Early Childhood Instructors can choose topics, divide up responsibilities for leading and preparing and follow up on issues and requests raised in earlier group meetings. Just as ground rules for participating in Parent Time discussions are established prior to starting, ground rules for planning and working as a team should be established. Each team needs to figure out how they work together best. Some basic assumptions include:

- Each instructor has valuable information about members of the families.
- Each instructor has a great deal of knowledge to share from her or his own training and experience.
- The goal of Parent Time is supporting parents in their growth and helping parents learn new life skills which will improve their own and their family's well being.

To ensure success:

- Establish a regular time to plan each week of Parent Time activities and discussion.
- Take turns leading the discussion or activity (group task) and being responsible for the parents' participation and comfort (group cohesion). Use the team planning sheet to make sure the details are covered and responsibilities are assigned.
- Regularly review previous Parent Time meetings and assess the effectiveness of the: a) activity, b) members' participation, and c) facilitators' effectiveness. In giving feedback to each other, try to use the following feedback steps:

    1. Team members share what they liked about the other's work.
    2. Team members express what they liked about their own work.
    3. Team members say what they will do next time to improve.
    4. Each team member makes suggestions for constructive changes for the future.

- Plan your next steps for:

    1. Who will follow up with an individual family's needs for a referral?
    2. How will problem behavior in the group be handled?
    3. How will children's needs or issues be integrated into the parents' discussion?
    4. How will more parents participate in the discussion?
    5. How will you encourage parent feedback about the Parent Time sessions?
    6. How will parents be involved in selecting topics and planning activities?

TEAM PLANNING FOR PARENT TIME ACTIVITIES

Name of Activity: ______________________________

We want our students to learn how to: ______________________________

The materials or supplies we will need are: ______________________________

The room will be arranged: ______________________________

Conducting the activity:

To introduce the lesson we will: ______________________________

Steps for Facilitators:	Who?	Steps for Group Members:
1.	( )	1.
2.	( )	2.
3.	( )	3.
4.	( )	4.
5.	( )	5.
6.	( )	6.

In closing, we will sum up our experience by: ______________________________

Facilitators: Plan to make copies of this worksheet to use for planning each Parent Time Learning Activity in the Guidebook.

FACILITATORS' CHECKLIST

You can use this checklist after each learning experience has been completed. Ask yourself the following questions as touchstones for the Parent Time learning process.

Did the activity provide parents with an opportunity to:

- Participate in hands-on learning?
- Help others by sharing what they know?
- Practice new skills?
- Get help from other parents?
- Recognize their own capacities and skills?
- Give feedback and have it responded to?
- Receive feedback?
- Learn something they needed to know?
- Enjoy the learning experience/have fun?
- Learn through the combination of hearing, seeing and doing?
- Feel part of a group?
- Learn using their own life experiences?

PARENT TIME: THE FIRST SESSION

The first session of a group is very important. A "tone" for the group is established, the facilitators' role is clarified, and a pattern of exchange among the participants begins to develop. The following tasks should be accomplished in the first session:

1. **Introductions.** Make certain everyone in the room has been introduced. There are many ways of doing this through warm-up exercises or other activities. For example:

    ◆ "Please take something out of your pocket or purse that will tell us something about you or your life right now." (Allow a few minutes.) "Let's go around and share what you have selected." (You should participate.)

    ◆ "Let's introduce ourselves by giving our first names, preceded by a positive adjective that begins with the same sound as your name—'Photogenic Phyllis,' 'Jolly Jennifer,' 'Lovely Lynn.'"

    ◆ "Let's go around the room and introduce ourselves and the names and ages of our children. Could we name one thing that we like about the way we parent?"

    Whatever introduction strategies you choose, it is always helpful if members write their names and the names and ages of their children on a card so that other people can see this information easily. People relax more quickly if they don't have to memorize everyone's name and remember if someone has two children or three, preschoolers or adolescents. Reusable name tags, collected after each meeting and returned at the next session, work well, as do 5x7 index cards folded in half and placed in front of each member. Using both will help maximize interaction.

2. **Opening statement.** In beginning a group, the facilitator needs to make an introductory statement that focuses on the purpose of Parent Time group meetings. The statement should be short, personal and warm. It should be non-judgmental, show understanding of parenting dilemmas and tell people something about yourself.

3. **Ground Rules.** This term refers to expectations about procedure and process. A clear understanding of the rules and their fair application will make the group feel safe and comfortable and will help you maximize participation. Facilitators may want to establish their own ground rules, or may want to involve group participants in establishing them. The reasons for the ground rules should be explained. If a group is meeting over a long period of time, say several months, the ground rules should be reviewed occasionally to determine if they still meet the needs of the group.

    Some examples of ground rules are:

    ◆ Everyone's opinion will be respected.
    ◆ We hope everyone will participate in discussions.
    ◆ Everything discussed in the group is confidential.
    ◆ Everyone's comments are welcome, but we should be careful not to hurt another member's feelings.
    ◆ Smoking is not allowed in the group meeting room.

PARENTS SURVEY

The "Parents Survey" can be used to put the group at ease and would be especially appropriate before beginning the **"Parents as Parents"** activities.

1. How many people are parents? Please stand.
2. Remain standing if you took classes in parenting prior to becoming a parent.
3. Please stand if you think you had adequate preparation for parenthood.
4. If you feel you know how to handle all the demands of parenthood, please stand.
5. How many parents have lost sleep worrying about a family concern? Please stand.
6. How many parents feel that there are some things they do well as parents? Please stand.
7. How many parents have asked another parent for advice on a matter of concern? Please stand.
8. How many parents have given advice to another parent, to help with a concern? Please stand.
9. How many parents wish they could learn a little more about child rearing to help them raise their children? Please stand.
10. How many of you feel parenting is the hardest job you've ever had? Please stand.
11. How many of you would resign permanently from your job as parents? Please stand.

PARENTS AS PERSONS

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PARENTS AS PERSONS

RATIONALE

Families are "people makers," according to family therapist Virginia Satir. If families were companies, their product would certainly be people. Parents are the workers in these little companies. Parents must perform the tasks that are required. But, unlike workers in companies, the work of parents never ends. There is no starting or ending time for parenting. There are no fair labor laws or unions to protect and support parents.

Clearly, the rewards of parenting are often too wonderful to put into words. The love for and from our children is a very precious gift. But the responsibility and the demands are significant, sometimes overwhelming. The complex process of being a parent can be stressful.

The learning activities in this "**Parents as Persons**" part of the guide have been designed to help parents gain greater awareness and understanding about their stress levels. They are also designed to help parents develop new skills for coping and adapting.

We believe that a parent's personal well-being, self-esteem, physical and psychological energy, feelings of competence and self-worth, as well as support systems, all greatly influence the capacity to be effective parents. The learning activities in this section focus on parents' needs. By using them, group facilitators will be able to help parents to:

- Demonstrate a clear understanding of the meaning and impact of stress in their lives.
- Develop individual plans for reducing and/or managing their personal stress levels.
- Practice communication techniques that help to reduce stress in their family lifestyles.
- Demonstrate a clear understanding of the meaning of self-esteem and will share their ideas about building their own and their family members' self-esteem.
- Practice communication styles that help build self-esteem.
- Practice esteem-building stress management and communication skills in problem-solving and decision-making situations.

Parents are persons first. Perhaps the greatest challenge of being effective parents is the challenge of remembering and finding time to respond to our own needs.

STRESS TALK

Problem-Solving, Communication

OBJECTIVES Parents will recognize the symptoms of chronic environmental stress or the stress response syndrome (SRS).

Parents will be able to identify their own stress-related behaviors.

Parents will share strategies for coping with and reducing the negative consequences of chronic stress.

PREPARATION Facilitator: Review "Stress Talk" discussion guide, which follows.

Room: Parents in chairs in a semi-circle.

Time: 1-2 class periods.

Steps for Conducting the Activity

1. Brainstorm - large group. Begin by asking parents to name one thing that we all have in common in our life experiences. (Typical answers: problems, family, fun, worry.)
2. Tell the group that their answers are on target, but the one to focus on today is "stress." Stress is the common thread in our lives. It touches all of us at some time.
3. Have the group count off to the number 3. Break into small groups. It's easy to have the number 2 person move back and numbers 1 and 3 turn in to face each other.
4. Use the board to show instructions, as you tell the group what to do:

   ◆ Each group chooses a person to take notes.

   ◆ Group members take turns remembering a time in their lives when they knew they were under stress. What were the signs? How did they feel and act? (Model by naming two of your own symptoms—always feeling tired or being unable to sleep, for example.)

   ◆ Then the small groups get to work, allowing 5 minutes for their discussions of symptoms of stress.

   ◆ Ask for a parent volunteer to write on the board. Then have the note taker from each group share 2 symptoms with the larger group. Stop after you've listed about 20 different symptoms.

- Follow this activity by a brief "chalk talk" on the definition of stress and why stress causes certain symptoms.

- Ask the group to notice that many symptoms are behavioral. Ask, what organ in the body has the greatest impact on our behavior? (Answer: the brain.) What organ in the body uses more energy than any other organ, most of the time? (Answer: the brain.)

- You might draw a picture illustrating the brain as the "energy hog" of the body. Continue by commenting that it is only natural that we feel tired, unmotivated, irritable and depressed when we face chronic stress or a traumatic experience, like the death of a loved one or divorce or surgery. Is it fair to judge ourselves as lazy or weak, bad or incompetent when we are exhibiting signs of chronic stress?

- Remind parents to "be gentle with themselves" and with others — including their children — who are experiencing chronic stress or demands for adaptation. We must be careful not to make character judgments—like calling people lazy or unmotivated or failures. As an old Native American proverb suggests, "Do not judge anyone until you've walked in their moccasins."

- Close by suggesting that parents follow up by talking with their own family members about events or activities in their lives that may be contributing to chronic stress.

(Adapted from "Measure Him Right: A Self-Esteem and Empowerment Curriculum," by Dr. Gail C. Christopher. Copyright 1988, all rights reserved.)

STRESS TALK DISCUSSION GUIDE

Chalk Talk

Stress can be defined as an increased demand for energy production. What does your body do when your alarm reaction or stress reaction goes off? Draw a picture to illustrate.

- Pupils of eyes open wide or dilate.
- Blood rushes to large muscles of arms and legs.
- Blood vessels in hands and feet constrict or get narrow. (This is often why some people have "cold hands and cold feet" chronically.)
- Heart rate increases.
- Digestive process shuts down so body can focus on survival—"fight or flight."
- Higher order thinking is replaced by more basic instincts. Vision, hearing, smelling systems work overtime. These are protective responses created early in human evolution, when we were vulnerable to animal attacks.

As people evolved, the need for these emergency responses was reduced. It is hard work for the body to "adapt" or cope with constant threats, because it uses a lot of energy.

Refer to the "Stress Talk" list again. Notice that most of the symptoms are behavioral—irritability, fatigue, depression, anxiety—or **feelings**. A few are somatic or physical body disturbances – or **functions**.

"MY OWN PRESCRIPTION FOR STRESS MANAGEMENT"

Communication, Problem-Solving

OBJECTIVES Parents will be able to identify their strategies for coping with stress.

Parents will learn new strategies and share ideas with their peers.

PREPARATION **Facilitator:** Prepare copies of handout, **"My Own RX for Stress Management."** Prepare ideas for stress reduction talk.

Room: Parents seated in a semi-circle.

Steps for Conducting the Activity:

1. **Brainstorm** - large group. Note that stress is a demand for energy production. Ask parents to brainstorm—what are our sources of energy? List answers on the board (i.e., food, sun, people, love, etc.).

2. Note that when energy demand exceeds supply, distress occurs. Eventually, people burn out.

3. Discuss burnout. Ask for a parent volunteer to list ideas on the board in 2 columns. Then use the following questions to develop the lists:

   ◆ What happens when a company president burns out? (Column 1)

   ◆ What happens when a parent burns out? (Column 2)

   Discuss: Both are roles or jobs—are consequences similar?

   ◆ What options or choices does a person employed by a large company have to prevent or heal burnout? (Column 2)

   ◆ What options or choices does a parent have? (Column 1)

   Discuss: Compare the two.

4. Now divide parents into small groups of 3-5 persons and ask parents to "share at least two things that work for you to help reduce stress and its symptoms in your life." Appoint recorders. Allow 5-7 minutes for the discussion.

5. Bring the groups back together. Ask note takers to share group strategies. List them on the board.

6. Then lead a discussion about the prescription for stress. What works for most parents? What works for you?

"My Own Prescription for Stress Management," continued

7. Pass out the handout for parents to fill out: **"My Own RX for Stress Management"**:

   1. Relaxation
   2. Focus
   3. Energy
   4. Fun
   5. Support

8. Each person should identify one personal example under each heading.

The facilitator should model this first. For example, "Focus: Focus on a single element of the cause for the stress and figure out a solution for the problem."

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MY OWN RX FOR STRESS MANAGEMENT

I will relax more by:

I will focus on these things:

I will get more energy by:

I will have more fun by:

I will reach out for support from:

BASIC HUMAN NEEDS AND FEELINGS

Decision-Making, Problem-Solving

BACKGROUND

Feelings strongly influence, maybe even dictate, our behaviors. It is very helpful to understand what we are feeling and to validate our feelings as natural and human. Since all humans have certain basic needs, we all have some predictable reactions when our needs are not met.

OBJECTIVES

Parents will explore basic human needs issues.

Parents will identify feelings that develop when primary needs are not met.

Parents will demonstrate understanding of the relationship between human needs for security, self-expression and freedom and stressful emotional reactions.

PREPARATION

Facilitator: Put the **Basic Human Needs List** on the board. Prepare handouts: **Basic Human Needs Chart, and "How Do I Feel If My Basic Needs Are Not Met?"** Make sure everyone has desk top or clipboard and pen or pencil. Pick an example to share.

Room: Parents sit in a semi-circle.

Steps for Conducting the Activity:

1. Ask group members to recall something that happened to them this week that made them feel good. Share a story of your own. See if anyone else wants to share. Then tell the group that what happened to you made you "feel good" because your basic need for a sense of security or for self-expression or for freedom or control was met. Pass out the **Basic Human Needs Chart**. Tell the group that all human beings have basic emotional or personal needs.

2. Using the chart on the board, give a brief chalk talk on how important it is to feel secure or loved. Talk about how newborn humans must have human contact to thrive. Food is not enough; babies need holding, cuddling, eye contact, talking. Let the group respond.

3. Next ask group members how they feel when they are not feeling safe or secure. Offer an idea of your own. List answers in the space next to the "Security" box. (Possible answers: nervous, afraid, anxious, insecure, sad, lonely, depressed.)

Basic Human Needs, continued

4. Follow this by pointing to the second box. Continue the analogy of a developing infant, pointing out that once the child experiences consistent human contact, the child expresses itself through crying, movement, etc., in order to have its bodily needs met. How do you feel if you cannot express yourself? (Possible answers: frustrated, bored.) Tell the group that the number one reason teenagers give for quitting or dropping out of school is boredom. People need the opportunity to express themselves. Have group members write "frustration and boredom" next to the "Self-Expression" box.

5. Next ask them how they feel if someone tries to control them or intrudes on their rights. Give an example: "Suppose I came into the room and said, (use an authoritarian voice), 'Class, sit down now! No exceptions! Is that clear?' How would you respond to me?" (Possible answers: hostility, resentment, anger, irritation, etc.) Have the group write their responses next to the "Freedom or Control" box.

6. Next remind the group that these emotional responses—fear, frustration, anger, rage—all produce stress reactions in the body. While they are natural, normal emotions, they can have a negative impact, if chronic, and they drain our energy. We can help to reduce these draining responses by identifying the unmet need that is the cause.

   For example, "If I feel nervous in front of this group, I know it is because I need to be made to feel more secure. What would make me feel more secure? Eye contact with a friend? Humor?"

7. Review the **"Basic Human Needs List"** handout with parents, explaining each statement — asking for and adding their examples — to help parents get a sense of security, self-expression, freedom and control.

8. Ask parents to spend 10 minutes thinking about what happens to them if some of their basic needs are not met, using the handout, **"How Do I Feel If My Basic Needs Are Not Met?"**

9. Ask parents to share some of the things they wrote on the right side of the form. As parents offer some examples, ask if others in the group had similar responses. Note commonalities, helping parents recognize that they are not alone in these feelings. Also, continue to tie the responses to the basic human needs of security, self-expression and freedom or control.

10. Close by suggesting that they keep track of times when they feel good about themselves and that they try to indentify what contributes to their feeling positive — what needs are being met. They may want to write about it in their journals. Parents can also keep track of the times when they feel bad about themselves, to identify what events or things are contributing to these feelings and what basic needs are not being met.

    In the future you may return to this topic to see how parents are using this new information.

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BASIC HUMAN NEEDS CHART

All human beings have certain basic emotional and personal needs. We all need to feel safe, to have relationships in which we can express ourselves and to feel competent or in control of our lives.

NEED	FEELING IF NOT MET
1. Security	
2. Self-Expression	
3. Freedom or Control	

BASIC HUMAN NEEDS LIST

To know that someone cares deeply for you.

To believe that you are safe, cared for and provided for.

To know that you can rely on someone for help or support when needed.

To know that someone will not hurt or betray you, either deliberately or through negligence.

To be able to express your feelings and thoughts to someone who demonstrates response and caring.

To be aware of the meaning of your feelings and thoughts.

To believe that your thoughts and feelings are okay.

To have a variety of experiences which allow you to try out your sense of your own capability, resources and skills.

To affirm and to be affirmed in your own abilities, and to have some expectations of success without the chronic fear of failure.

To believe that your actions and movements are beneficial to yourself and your environment.

To be free to increase your independence and sense of responsibility over your own life and actions.

To be in control of your immediate environment and free from intrusion or violation by others.

To be free to have options and make choices that you determine to be important to your own well-being.

To be able to trust your own mind to make the best choices and to be able to trust your body to execute the choices that you have made.

HOW DO I FEEL IF MY BASIC NEEDS ARE NOT MET?

NEED	RESPONSES IF NOT MET
1. I need to feel that someone cares deeply about me.	
2. I need to feel safe, protected, and provided for, to some degree.	
3. I need to trust.	
4. I need to express my feelings or thoughts.	
5. I need to understand my feelings.	
6. I need to try it; I need to do things myself.	
7. I need to do things and not be afraid of failure.	
8. I need to feel that I am in control of myself and my space.	
9. I need to trust my own self to make the right choices.	
10. I need to believe that my actions and choices are okay.	

IALAC ("I AM LOVABLE AND I AM CAPABLE")

Communication (Building Self-Concept)

BACKGROUND	The IALAC story is told to illustrate how one's self-concept can be damaged through interaction with others.
OBJECTIVES	Parents will participate in and observe a role play of a child and experience feelings that children develop in response to negative feedback. Parents will develop greater empathy and demonstrate better understanding of the power of communication to influence the self-concepts of themselves and others.
PREPARATION	**Facilitator:** Prepare IALAC story. **Materials:** You will need a sheet of paper with the letters IALAC written large enough for everyone to see. Use tape or string to hang this sign. **Room:** Parents sit in a semi-circle.

Steps for Conducting the Activity:

1. Take a sheet of paper and write the letters IALAC (pronounced eye-ah-lack) on it in large bold print. Holding this to your chest so that the group can see it, tell them:

   "Everyone carries an invisible IALAC sign around with them at all times and wherever they go. IALAC stands for '**I Am Lovable And Capable.**' This is our self-concept or how we feel about ourselves. The size of our sign—or how good we feel about ourselves—is often affected by how others interact with us. If somebody is nasty to us, teases us, puts us down, rejects us, hits us, etc., then a piece of our IALAC sign is destroyed. [Illustrate this by tearing a corner piece off the sign: rip!] I am going to tell you a story to illustrate how this happens in everyday life."

2. Then proceed to tell the parents a story about a person (pick a name that no one in the class has). A possible outline for the IALAC story follows. Feel free to adapt, add to, change and embellish it in any way you want. As you tell the story, try to be as emotional and dramatic as you can.

   You may ask parents to help with the story as you go along. As you describe each event that negatively affects the person's IALAC sign, rip another piece of the sign off, until at the end you are left with almost nothing.

I Am Lovable And Capable, continued

Outline of IALAC Story:

A seventh-grade boy named Michael is still lying in bed three minutes after his alarm goes off. All of a sudden his mother calls to him, "Michael, you lazy-head, get your body out of bed and get down here before I send your father up there!" (rip!) Michael gets out of bed, goes to get dressed, and can't find a clean pair of socks. His mother tells him he'll have to wear yesterday's pair. (rip!) He goes to brush his teeth and his older sister, who's already locked herself in the bathroom, tells him to drop dead! (rip!) He goes to breakfast to find soggy cereal waiting for him. (rip!) As he leaves for school, he forgets his lunch and his mother calls to him, "Michael, you've forgotten your lunch; you'd forget your head if it weren't attached!" (rip!) As he gets to the corner he sees the school bus pull away and so he has to walk to school. (rip!) He's late to school and has to get a pass from the principal who gives him a lecture. (rip!)

Continue the story through the school day with appropriate examples. You can think of other examples or get the parents to help you. Some possibilities are:

- Forgetting his homework
- Getting a 68 on a spelling test
- Being called on for the only question he can't answer
- Making a mistake in reading so all the kids laugh
- Being picked last to play ball at recess
- Dropping his tray in the lunchroom with everyone applauding
- Being referred to as "Hey you!" in gym class.
- Being picked on by bullies on the way home

When Michael gets home from school some typical negative events might include not being able to watch the baseball game because his mother is watching her favorite soap opera or because he has not yet finished a chore, or being told to wash the dishes for the third night in a row because his older brother has band practice, etc. End the story by showing Michael going to bed with an IALAC sign about as big as a quarter!

3. When you finish the story, ask the parents to discuss the following questions: How does your IALAC sign get torn up? What things affect you the most? What do you do that destroys the IALAC signs of others—in school, family, etc? How do you feel when your IALAC sign is ripped? When you rip someone else's?

4. End the session by asking people to think about what we can do to help people enlarge their signs rather than make them smaller.

(The IALAC story was originally conceived by Sidney Simon and Merrill Harmin. Simon has written and published the story for use by students and teachers. For a copy, write Argus Communications, 7440 Natchez Avenue, Niles, IL 60648.)

RECOGNIZING POSITIVE SELF-ESTEEM

Communication, Decision-Making

OBJECTIVES

Parents will come to recognize physical and behaviorial characteristics of persons, both children and adults, who are showing states of low self-esteem.

Parents will learn and demonstrate awareness of the meaning of the concept of self-esteem and how it is developed.

PREPARATION

Materials: Pictures or photographs, if possible, of persons whose body postures suggest feelings of low self-worth; a copy of Brandon's definition of self-esteem (see below) on the board; list of **"Things To Look For When Self-Esteem Is High"**; and handout of **Self-Esteem Discussion Questions.**

Room: Parents sit in a semi-circle.

Steps for Conducting the Activity:

1. Begin by leading a large group discussion. The question is, "How do you act, walk or behave when you feel good about yourself?" Ask a volunteer to write the answers on the board. Examples of answers: bragging, smiling, walking briskly, showing poise, displaying a sense of humor, asking questions, being assertive.

2. Next ask group members how they would define self-esteem in only a few words. Go around in a circle, so everyone gets a chance to talk. Possible answers: "self-worth, value of yourself, self-concept, self-image, how you feel about yourself, liking yourself."

3. Tell everyone they are right. Self-esteem is all of those things. But a good working definition is given to us by Nathaniel Brandon, author of "Honoring the Self":

   "I have good self-esteem when I can trust my own mind to make the choices and decisions that will guide my life toward my own happiness and good."

   Refer the group to this at the front of the room. Read it through aloud so members can follow.

4. Next break into 5 small groups. Distribute handouts and assign one of the 5 questions on the handout to each small group. They should "buzz" or talk about answers. Allow 3 minutes.

5. Answers should then be shared with the entire group, followed by a guided discussion.

Recognizing Positive Self-Esteem, Continued

6. Close the exercise by asking the group if they walked into a school room full of children and looked for 3 who did not feel good about themselves, what behaviors or signs would they look for?

   Possible answers: "head held down, no eye contact when spoken to, chronic thumb sucking, shoulders dropped when standing, dragging feet, walking slowly, talking very softly, sad expression, anger and irritability, loud and boisterous behavior, bullying, being tired a lot, complaining often of headaches or stomach aches."

7. List responses on the board. Compare the first list with the second.

   Remind the group: Self-esteem is a dynamic state. It can change from day to day or week to week. We all have times of more and less positive self-esteem; and we all have moments when we don't feel good about and/or doubt ourselves. Relationships have a strong impact on our self-esteem. Stress also has an impact on our self-esteem.

(Adapted from "Appreciative Learning: A Motivational Support Program for Urban Schools," F.A.M.I.L.I.E.S., INC., 1986.)

THINGS TO LOOK FOR WHEN SELF-ESTEEM IS HIGH

1. Walking, moving, talking and relating to others in a manner that projects the joy of being alive, joy in the simple fact of being.

2. Talking about successes and/or shortcomings with directness and honesty.

3. Comfort in giving and receiving compliments, affection, appreciation and praise.

4. Openness to criticism and the ability to acknowledge mistakes.

5. Poise, ease and spontaneity in movements.

6. Harmony between words, actions, image and behaviors.

7. Curiosity and openness to new ideas, new experiences, and new possibilities in life.

8. A sense of humor and enjoyment of self and others.

9. Flexibility in responding to situations and challenges, displaying a spirit of inventiveness and creativity.

10. Showing assertiveness.

11. Maintaining harmony, dignity and composure in stressful situations.

SELF-ESTEEM DISCUSSION QUESTIONS

1. When do we develop self-esteem, our sense of value of or appreciation for self?

2. How do we develop our sense of self-worth or value to the world?

3. Who is my most important teacher who helps me to learn about myself and my value to the world?

4. How do I learn from my most important teacher?

5. What do I learn that builds my self-esteem?

COMMUNICATING TO BUILD SELF-ESTEEM: SELF-TALK

Communication (Building Self-Esteem)

BACKGROUND	We all constantly think or talk to ourselves. We have this ongoing waterfall of thoughts that either praise, question or criticize ourselves. Learning to monitor these thoughts and use them constructively can go a long way toward building self-esteem.
OBJECTIVES	Parents will learn about "self-talk" and its impact on their everyday feelings. Parents will practice using positive "self-talk" to enhance their own self-esteem.
PREPARATION	**Facilitator:** Review the discussion guide. Prepare a talk about "self-talk". **Room:** Parents sit in a semi-circle.

Steps for Conducting the Activity:

1. Open by having the group form teams of 3. Instruct the group that team members are to talk together about times when they had to perform or do something in front of a group and they felt nervous. Each person should share an experience. Allow 5-7 minutes.

2. Regroup in a semi-circle. Ask everyone to think for a minute about what they thought to themselves or said to themselves after they had shared their experience with the others.

   Ask those to raise their hands who thought..."Oh, I should have...," or "That wasn't so good," or "I blew it," etc. Then ask those to raise their hands who thought..."I really did a good job," or "It took a lot of courage to do that," or "I'm happy with myself," or "I'm a good speaker." Contrast the number of hands displayed for the two different types of reactions.

3. Define "Self-talk": "Self-talk" refers to thoughts we have or feedback we give ourselves that evaluates or judges our actions. The feelings these thoughts create are part of "self-talk". Positive "self-talk," or feedback, usually makes us feel good; negative "self-talk" usually makes us feel bad.

   If our "self-talk" is nearly always negative, we feel that we really are not good enough. Our thoughts create our feelings. The reverse is also true. Positive and encouraging "self-talk" makes us feel good; it boosts our self-esteem in a healthy way. Making a habit of positive "self-talk" can make a difference in our feelings.

4. Continue by having everyone return to the same small groups of 3. Ask that each person in the group share something good that they've done today and then to repeat the positive "self-talk" they used with themselves, or, if they used negative "self-talk," practice by replacing it with positive.

5. Close by suggesting that each person pay attention to his or her "self-talk" in all kinds of situations and may want keep track of their positive and negative "self-talk" in their journals. Encourage them to concentrate on using positive "self-talk."

COMMUNICATING TO BUILD SELF-ESTEEM: FAMILY-TALK

Communication

BACKGROUND

Our self-esteem is learned. Every time we are praised or criticized, welcomed or rejected, accepted or teased, loved or hated, listened to or ignored, our self-image is made better or made worse.

OBJECTIVES

Parents will recognize the power of their families' styles of communication to make self-images either better or worse.

Parents will use role play situations to practice techniques of positive and negative family communication.

PREPARATION

Facilitator: Plan to explain role play and to demonstrate role play with your co-facilitator.

Materials: Index cards with prepared role play situations and assignments.

Write one of these situations on each index cards:

1. Someone has just come in from work and is welcomed into his/her own home.
2. Someone has just entered a room and is not welcomed; this person feels rejected.
3. Someone prepares a wonderful meal for his/her family and is praised.
4. Someone prepares a wonderful meal for his/her family and some part of it is criticized.
5. Someone comes into school with a new hair style and is teased.
6. Someone comes into school with a new hair style and is accepted.
7. Someone is disciplined but reminded that he or she is loved.
8. Someone is disciplined and made to feel hated.
9. Someone is talking and is ignored.
10. Someone is talking and is listened to.

Family Talk, continued

Steps for Conducting the Activity:

1. Form teams of 2 persons each. They randomly select cards with assignments. Give groups several minutes to prepare the role play.

2. Each team acts out its role play. The rest of the group guesses the topic — praise, rejection, etc.

3. Ask parents to think about what happens in their own families. Pose some questions to the group:

   - "What reaction does your child get from you when...

     - he/she gets ready for PACE by him/her self?
     - the child finishes his/her dinner (even the vegetables!)?
     - the child puts most of his/her toys away?"

   - "How can parents build self-esteem?"

   - "What reaction do parents get from their own parents when...

     - they run an errand for a parent?
     - they try to improve their own learning and skills for their family's future?"

   - "What impact do these reactions have on a parent's sense of self-esteem?"

4. Close the exercise by noting that when we point out only what is negative or NOT right, without recognition of what IS right, we hurt the family member's self-esteem. Communication that is positive can build self-esteem. Remind the group of the power of "modeling" to get other family members to change behavior: "You do it and others will, too."

(Adapted from "How to Give Your Child a Great Self Image," Phillips and Bernstein, Random House, 1989.)

WHAT'S IMPORTANT TO ME?

• •

Using Information, Decision-Making

BACKGROUND Our values guide our decisions, our actions and how we solve problems. Values are not "good" or "bad," they simply are. By recognizing our values, we become more aware of what motivates us and how we act accordingly. If we discover that we are having trouble achieving our goals, we can use our awareness of our values to help us become more successful and satisfied with our choices.

OBJECTIVES Parents will learn a way to think about what they value. Parents will learn about how values guide their actions. Parents will identify their values.

PREPARATION **Facilitator:** Review the **"What's Important to Me"** worksheet.

Room: Parents are seated in a semi-circle.

Steps for Conducting the Activity:

1. Begin the discussion by asking the class why they are participating in this group. List responses on the board.

2. Note that the reasons we do things are often related to what we believe is important. Our "values" underlie those things we think are important.

3. Read the **"What's Important to Me"** list to the group. (you may need to read the list slowly for those members who may be unfamiliar with the words.)

   Ask people to say what they think are the "values" that are behind the words or phrases in the list. Begin by doing one yourself. For example: "want to be able to get a job" might translate into "financial security is important;" or, "want to set an example for my kids" could mean "learning is important."

4. Hand out the **"What's Important to Me"** worksheet to each group member. Answer any questions about the meaning of words, to make sure everyone understands them. Suggest that each person think about them for a few minutes, then choose the 5 most important and the 5 least important.

5. Mention that it may be hard to decide, that many times we don't even think about what is important to us, but that we usually make choices every day and do things all the time that reflect our values.

6. Explain that one reason it is helpful to think about our values is that they are sometimes different from those of our partners or our relatives, and so conflicts result. If we know that, then we can talk about the conflicts without assuming one person is right or wrong—instead, the we can see that two people just have different things they think are the most important—or different values.

7. Follow up: Ask the group to save their worksheets and think about them before the next meeting. They will be used again when the group talks about what they think is most important in raising their children.

"WHAT'S IMPORTANT TO ME" WORKSHEET

- Health
- Happiness
- Security/safety
- Comfort
- Influence
- Power
- Control
- Recognition
- Being helpful
- Freedom
- New experiences
- Friends
- Peace in my home
- Religion
- Orderliness
- Wealth
- Workmanship

Other:

MY CHILDREN: WHAT I WANT

- They learn to be independent
- They are kind
- They are smart
- They are strong
- They respect others
- They don't get into trouble with the law
- They do well in school
- They are healthy
- They don't let others push them around
- They respect authority
- They stay away from drugs
- They like themselves but don't brag
- They have a strong religious faith
- They know how to have fun
- They like to learn
- They know right from wrong
- They like being a part of our family
- They obey me

Other:

MAKING DECISIONS THAT BUILD MY SELF-ESTEEM

Decision-Making, Problem-Solving

BACKGROUND Life is always presenting us with choices. We are constantly making decisions, and our decisions and choices have an impact on our lives. It is helpful to have a personal system for making decisions and for determining what decision is in our interest.

OBJECTIVES Parents will identify their own decision-making strengths and consider new strategies.

Parents will practice decision-making skills.

PREPARATION **Facilitator:** Review **"Steps for Making Choices"** interview sheet questions.

Materials: Handouts: **List of Decisions and "Steps for Making Choices."**

Room: Parents sit in one large semi-circle.

Steps for Conducting the Activity:

1. Begin by telling a personal story about a time when you had to make a choice or decision. Include the process of gathering information to help you make your decision. Emphasize how you considered your feelings and well-being.

2. Next, provide handouts and read the **"Steps for Making Choices"** questions:

   Ask:
   - What do I really want to happen?
   - How will it make me feel?
   - What else do I need to know?
   - Who can give me more information?
   - What might happen if... (look at your options)?
   - How will my decision affect others?
   - How do I know that?
   - Is this really possible?
   - Can I do this?
   - Have I talked to others involved?
   - How is this choice good for me?

Making Decisions That Build My Self-Esteem, continued

3. Divide the group into pairs. Ask each parent to select one decision from the **List of Decisions.**

   Explain that one parent will "interview" the other about how he or she is making the decision.

   The interviewer will use the questions from the **"Steps for Making Choices"** sheet.

4. Allow 15 minutes for the interviewing.

5. Then bring the group back togerther and ask what they learned from being interviewed and from interviewing someone else about a decision.

   - ◆ Were the ways they make decisions different or the same? How so?
   - ◆ Did this process result in decisions that parents are likely to carry out?

6. Close by asking group members to think about the **"Steps"** questions and to put stars by the ones they need to work on or practice.

7. Follow-up: ask parents to practice the steps for one week. Before going to bed, they can ask themselves, **"What good decisions did I make today, and why was it good for me?"**

LIST OF DECISIONS

Going to school

Spending money

Telling a secret

Quitting a job

Buying a car

Moving

Having another child

What to cook for dinner

Doing homework

Seeing the doctor

Taking a trip

"STEPS FOR MAKING CHOICES" INTERVIEW SHEET

1. What do you really want to have happen?
2. How will it make you feel?
3. What else do you need to know?
4. Where can you find out? Whom should you ask?
5. What will happen if...?
6. How do you know that?
7. How will your decision affect others?
8. How do you know that?
9. Is it really possible?
10. Can you do it?
11. Have you talked to the others involved?
12. How is this choice good for you?

FAMILY RULES CAN BUILD SELF-ESTEEM

Communication, Problem-Solving

BACKGROUND All families have rules. Usually they are unwritten rules, but they govern behavior. If rules are too harsh or rigid, they ignore real feelings and can help to create negative self-concepts. If they are too loose or weak, they can create feelings of insecurity and confusion. Family rules are important building blocks for self-esteem.

OBJECTIVES Parents will identify family rules that build self-esteem.

Parents will select rules that they want to try to use in their own families.

PREPARATION **Facilitator:** Become familiar with PACE Program rules. Prepare a sign: **Family Rules Can Build Self-Esteem.**

Room: Parents seated in a semi-circle.

Steps for Conducting the Activity:

1. Open by sharing a story: "When I was growing up we had one important rule..." Examples: "We all had to eat dinner together"..."You never talk loud to your parents"..."You had to do the dishes right." All families have some expected behaviors or rules. In fact, all organizations — schools, churches, offices, etc — have rules.

   The family is a kind of organization.

2. Lead a large group discussion by asking some questions:

   - What rules does the PACE Program have?
   - Why are rules or expected behaviors important?
   - When are rules harmful?

3. Next have group members form pairs. Ask them to talk about one of the rules their family had when they were growing up. This is optional—if someone can't think of a rule, or doesn't want to share, it's okay. Allow 3-5 minutes.

4. Then write on the board or display your prepared sign: **Family Rules Can Build Self-Esteem.**

5. Have the group brainstorm rules that might build self-esteem. You might begin by suggesting that the group give definitions of self-esteem, as, for example, feeling good about yourself, trusting your own mind to make decisions that are in your best interest, feeling competent and capable, feeling lovable. Then ask how this translates into family rules to build self-esteem.

Family Rules Can Build Self-Esteem, continued

6. Ask a group member to write down these ideas on the board. Some suggestions:

   - Praise family members every day.
   - Praise yourself every day.
   - Respect family members' right to privacy.
   - Always give positive feedback before criticizing.
   - Never leave home in anger.
   - Tell your children you love them.
   - Express your feelings and remember they are valid.
   - Let children tell you how they feel, and tell them that their feelings are okay.

7. Close the session by asking parents to copy the rules that make sense to them and the rules they want to try at home.

8. Follow up: ask parents to ask their own family members what they think is the most important rule in their family. Suggest having a family meeting to agree upon family rules. Another suggestion: make a list and post it in your house: OUR FAMILY RULES.

PARENTS AS PARENTS

Learning Activities

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PARENTS AS PARENTS

RATIONALE

A parent is an adult responsible for the physical care and safety, emotional nurturance and social guidance of a child related by birth, adoption or legal or informal guardianship.

The role is one of the most significant ones that adults face. On a personal level, it is often at the same time one of the most satisfying and most frustrating of roles. Theoretically, the parent role is a respected one. Actually, parents are more likely to be criticized than assisted in their responsibilities or praised for their efforts.

The job of parenting is complex and demanding. **The parent:**

- Provides or otherwise secures adequate food, shelter, medical care, physical security and educational opportunities.
- Manages the family resources—physical, emotional, social.
- Provides nurturing and emotional security.
- Creates family climate—positive or negative, hopeful or hopeless, critical or affirming.
- Socializes children into the expectations and values of the family, community and society.
- Establishes and enforces rules.
- Provides guidance and direction for behavior.
- Filters and interprets outside influences which affect the children.

The challenges faced by today's parents include:

- Accomplishing the responsibilities listed above.
- Finding ways to balance personal, family and children's needs, limited by finite resources of money and time.
- Helping children manage the threats and cope with the dangers of early sexuality, substance abuse and violence.
- Helping children be prepared to enter a rapidly changing work environment.
- Working toward family goals, despite limited access to community supports.
- Negotiating a wide range of institutions and organizations on behalf of the children.

Parents as Parents Rationale, continued

The job of parenting requires a high degree of self-awareness, self-confidence, openness to growth and change, stamina and a host of general life skills. Those skills include communication, problem-solving, decision-making and advocating, as well as organizing and planning, to name a few.

Preparation for the task of parenting generally comes from one's own upbringing, examples from the media, perhaps guidance from medical and educational institutions, but usually not from formal training.

Most parents are generally quite clear about their responsibilities for the physical care and safety of their children. But many are not fully aware of the importance of their role in other areas of their children's development. When parents realize their value to their children's growth, they become motivated to learn skills and information that will make them more effective parents. Self-esteem is often enhanced in parents who recognize their significance for their children's development.

Remember:

- Most parents want to do their best for their children.
- The desire can lead to further growth and development for the parent.
- Parents have many strengths upon which to build.
- Starting with their strengths is an appropriate place to begin working with parents, as they develop new skills.
- An adult's ability to read and write helps him or her become an even better parent, and the positive activities and interactions with his or her children can help increase literacy capacities. It works both ways.
- People will learn best when they are not judged negatively or made to feel inadequate.
- People want to learn skills that will help them achieve their own goals.
- Parents are motivated to learn and to grow as parents when they believe that they can positively influence their children's growth and that they can effect change.
- Parents will learn best that which is most practical and directly related to their daily life challenges.

UNDERSTANDING MY JOB

Using Information, Decision-Making

OBJECTIVES Parents will identify the many roles they perform as parents.

Parents will develop a list of responsibilities involved in parenting.

Parents will gain an increased appreciation of how important they are to their families.

PREPARATION **Facilitator:** Review discussion guide.

Materials: Slips of paper or 3x5 cards—10 for each class member.

Steps for Conducting the Activity:

1. Greet the group by explaining that today we will be writing a job description for a very important job: one that we already have. Ask if they can guess what you are talking about. Someone will probably suggest parenting right away.

2. Ask if we usually think about that part of our lives as a really important job? To whom is it important? Note for yourself the attitudes of the class members and feed back the range of attitudes to the group. Try to see if group members take pride in being parents, feel good about parenting as a life role, see it as important or don't think it's very important.

3. Remind the group that a job description is a list of responsibilities and tasks. Ask members to suggest all the responsibilities of parenting that they can. List them on the board. When the class indicates that the list is fairly complete, ask them to take a minute to look it over.

4. Talk about how complex and demanding parenting can be, based on the list you've just made.

5. Ask if anyone has any thoughts to share after re-reading the list. Are members impressed by the job of parenting when they see it all written out? Do some parents feel worried or upset? Do they feel appreciated or ignored?

6. Ask parents to make their own personal job descriptions. Have them write their 10 most important responsibilities, putting one on each card or slip of paper. Have parents rank their choices, putting the responsibilities they like best at the top, and those they like least at the bottom.

7. Ask everyone to look at their choices one more time and then to choose 2 cards or slips which are the parts of their job they want to learn more about or learn how to manage better. Ask parents to share what they chose with the rest of the group.

8. Close the session by encouraging each student to talk with someone—a friend, relative or spouse—about the job of parenting. If they need persuasion, try to convince them how important it is.

DISCUSSION GUIDE FOR "UNDERSTANDING MY JOB AS A PARENT"

Be sure that parents are thinking of a variety of responsibilities.
For example:

TASK	FUNCTION
Give hugs	Nurture
Take child to doctor	Protect/Manage
Teach child safety rules	Protect
Wash clothes	Manage
Tell stories	Nurture
Take child to church	Teach
Fix house	Protect
Repair clothes, toys, car, home	Protect/Manage
Talk with teachers	Advocate
Grow vegetables	Provide
Cook	Provide

LISTENING WITH CARE

Communication

OBJECTIVES	Parents will understand the value of **"listening with care,"** or attentive listening. Parents will identify elements of effective, active listening. Parents will practice attentive listening.
PREPARATION	**Facilitator**: Review the brief guidelines for attentive listening, especially noting the body language information. Think of several parent-child scenes that can be role played (see Step #1). **Materials**: Copies of **"Listening with Care"** handout for parents. **Room**: Set up room in a wide semi-circle, so that all participants can see an area for role play.

Steps for Conducting the Activity:

1. Begin by telling the class that in this activity we will look at some family scenes. We will see "instant replay" of the scenes, and be able to change what happens.

2. Tell the attached story in your own words. Be as detailed and specific as you can, to help everyone visualize a realistic situation.

3. Follow with a guided discussion, using questions associated with the story.

4. Say that parents often have trouble listening, for very good reasons. Refer to the handout with the list of suggestions for **"Listening with Care"**. Read them while parents follow along. Suggest that the story you told earlier could have had a different ending, if the parent had been able to do some of the things on the list.

5. Ask for volunteers to re-enact the scene with a different ending. Ask them to use the guidelines. If parents feel uncomfortable with a role play, ask for ideas of how things could have been different. What could the parent do differently?

6. Follow the role play by having the group discuss the scene:

   - Does this sort of thing happen at your house?
   - How does it make you feel as a parent?
   - What happens between parents and kids at times like these?
   - What is important about listening to our children?
   - In what ways/how is it good for us? How is it for our children?
   - Why is listening so hard sometimes?
   - What would make listening easier and more enjoyable for you and your children?

7. Ask the role players to describe how each one of them felt while doing the scene.

   Try not to ask leading questions of the role players unless they are having trouble expressing themselves. If they are, you might ask if the "child" felt heard, comforted, understood? Did the "parent" feel comforting and understanding or frustrated and bothered, for example.

8. Continue by asking parents what they think may be the benefits of knowing how to communicate effectively with their children. Record their responses on the board.

9. Close by praising the group's ideas. Add that all of us have a hard time listening sometimes, and having a little set of reminders can be helpful. Encourage each student to take the list home and practice "listening with care" during the next week.

"LISTENING WITH CARE" STORY

Four-year old Molly comes running into the kitchen yelling, "Mommy, Mommy, guess what!," while her mother, Sue, is hurrying to finish cooking supper. Molly's father will be home in 10 minutes.

Sue looks up to see if Molly is hurt. Since Molly seems fine, she turns quickly back to her nearly burning chicken.

Molly yanks on her mother's sleeve, pokes her, and continues saying, "Mommy, Mommy, guess what!"

Sue, irritated, snaps at Molly, "Not now! Give me a break. Just put the butter on the table."

Molly hangs her head, turns away, and sadly leaves the room.

LISTENING WITH CARE

Suggestions For "Listening with Care"

1. Stop what you're doing.
2. Reduce distractions; turn down the radio or TV.
3. Look at your child; get down on the child's eye level.
4. Focus and concentrate on your child. Pay attention to the child's "body language"* and actions.
5. Touch your child gently.
6. Do not judge or criticize.
7. Tell the child how glad you are to listen.

What to do when you can't stop and listen:

- Give a quick hug.
- Tell your child you care about what he or she wants to say, but that it is not possible to listen now.
- Set a better time with the child when you can talk together.
- Keep your promise and use steps 2-6.

(* Examples of body language: How people stand, sit, move, hold their shoulders and heads, what they do with their hands.)

LISTENING WITH FEELING

Communication

OBJECTIVES	Parents will build on the attentive listening skills they practiced earlier. Parents will experience **"listening with feeling"** (reflective listening) and learn how to use it with their children. Parents will practice **"listening with feeling."**
PREPARATION	**Facilitator:** Review handout. Think of example to use. **Materials: "Listening with Feeling"** handout.

Steps for Conducting the Activity:

1. Begin the session by asking everyone to close their eyes and remember an experience when they felt very happy or unhappy. Ask that they think of a name to give the feeling. Ask them to think about what happened then. "Did you tell someone or try to talk with someone? What did the other person do? How did it make you feel?"
2. Have group members open their eyes again. Suggest that they keep in mind what they just "saw" and "felt" while the group shifts gears to think about their children.
3. Proceed by asking the group members to think of a situation at home this past week in which their child was experiencing a very strong feeling, either happy or unhappy.
4. Ask if one person will share his/her example in a role play. The member who volunteers should play the part of the parent in the role play. Recruit someone to play the child's part or play it yourself. The "parent" tells the "child" what feeling he/she selected.
5. Do the role play.
6. Ask the "child" what he/she felt. Did he/she feel understood? Comforted? Find out at what point in the talk the person felt best. Did the "parent" seem to understand the "child"?
7. Point out what you saw in the role play that showed the "parent" was really "feeling with" the "child". Refer to the handout.
8. Repeat the process with several more role plays—both to increase parents' skill with the techniques and to get more adults to directly experience how a child might be comforted.

Listening with Feeling, continued

8. Relate, from your own experience, a situation in which you felt someone truly listened to you. Point out to parents that listening with feeling is important with adults too. Most of us have had the experience of telling a friend about something that happened to us, only to have the friend immediately offer advice. Instead of feeling better, we felt confused or angry. What we actually needed was for someone just to listen to us with all their attention and with an understanding of our feelings.

9. Close by encouraging parents to use **"listening with feeling"** during the coming week.

LISTENING WITH FEELING

Ways to listen with feeling:

1. Reflect back the feeling.

a. Say another way what you hear your child say.

Example: "I hear you saying your brother makes you angry."

or:

b. Turn what the child said into a question.

Example: "Are you upset?"

2. Accept the feelings.

A person is put down and feels misunderstood when someone says, "That's silly," or "You shouldn't feel that way," or "Forget about it," or "It doesn't matter."

"WHAT I WANT FOR MY CHILDREN" PART I

Decision-Making, Using Information

OBJECTIVES	Parents will become more aware of their children as individuals. Parents will focus on how their own values and dreams related to their children.
PREPARATION	**Facilitator:** On a large sheet of paper, draw an outline of a human figure. Prepare the outline handout.

Steps for Conducting the Activity:

1. Open by explaining to parents that today we will be doing some thinking about our children's futures.

2. Request that everyone close their eyes and think about their children who come to PACE with them. The facilitator can focus thinking by asking questions. For example:

   ◆ What is your child like? — active, quiet, calm, forceful, demanding, patient, curious, likeable, unhappy, fearful, enthusiastic about life?

   ◆ What does your child like to do?

   ◆ What makes your child happy?

   ◆ How does your child learn?

   ◆ How does your child get along with people?

   ◆ When do you enjoy your child most? Least?

3. Have people open their eyes. Ask parents if they have ever dreamed about or tried to imagine what their child would be like as an adult. Say that today we will be doing that. Give them the outline handout.

4. Proceed by working together on an example. Ask each parent to offer one word or more to describe his/her child. Write the words in the big outline drawing. If the drawing gets full, continue to list additional words outside the outline until people are done.

5. Now have parents once again close their eyes and imagine their child at age 21. Have each parent fill in their outline handout with words that describe the child at 21. Encourage them to ask for help with spelling if needed, and to use any words from the example that fit their "dream."

6. When complete, ask parents to "introduce" their grown up child to the group. Have each describe his/her child with the words in his/her drawing.

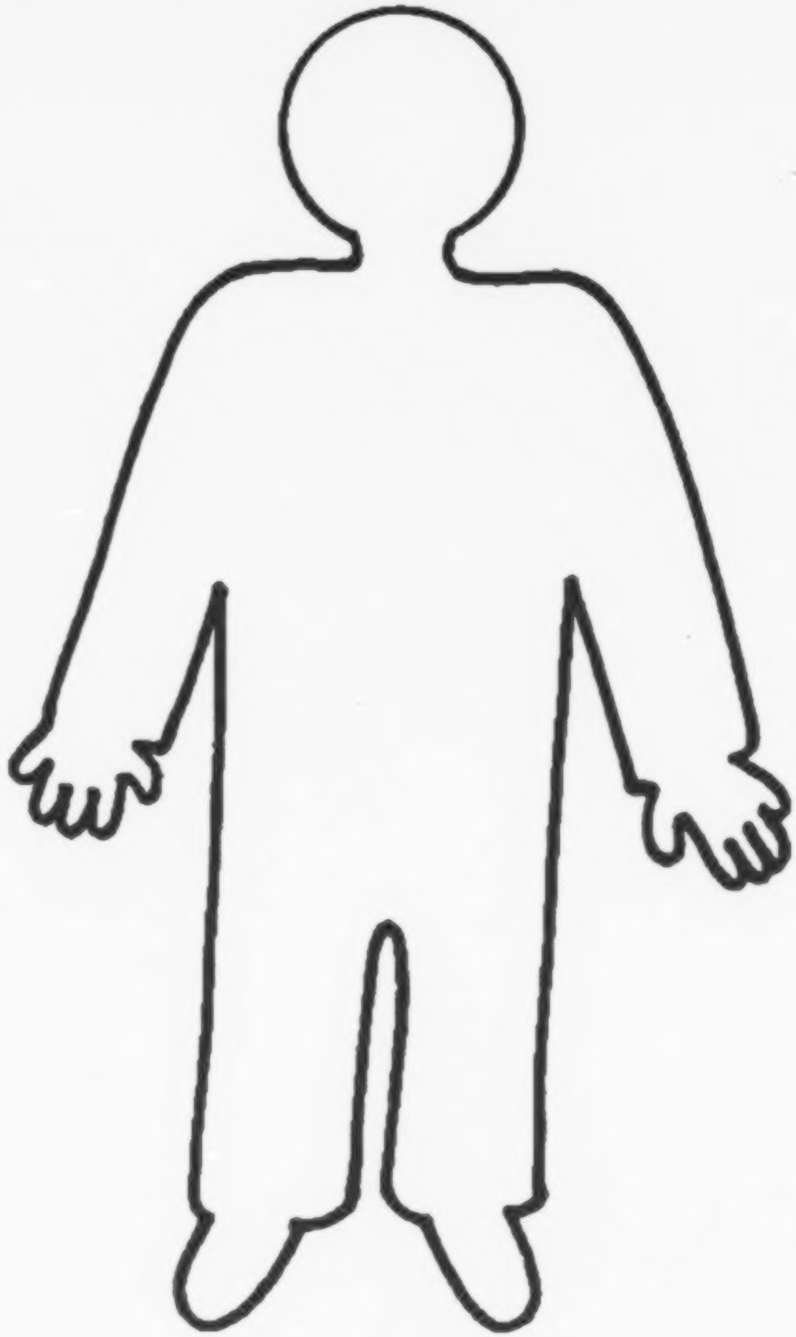
What I Want for My Children, continued

7. Ask the group to suggest what ways we as parents can guide and nurture our children in directions we would like them to go. Discuss the idea that we parents do not completely control how our children turn out. The group will probably agree wholeheartedly. Some may feel that parents have almost no influence.

8. Ask parents if what they have just said about their children is affected by what they think is important, and by what their goals for their children. In what ways do parents influence how their children grow up?

9. Close the activity by reflecting on how interesting it was to learn more about their children. Suggest that during the week parents observe their children thoughtfully, think about one thing they want for each child, and write down one thing they can do to help make the dream come true.

WHAT I WANT FOR MY CHILDREN



"WHAT I WANT FOR MY CHILDREN" Part II (Identifying Values)

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Decision-Making (primary values clarification)

BACKGROUND	Knowing what we want for our children helps in focusing our attention on our own actions, making plans and decisions. It helps us identify the ways we want to guide our children's behavior, as well as determine how we can contribute to their learning and development.
OBJECTIVES	Parents will be able to identify what they want for their children. Parents will learn to compare these wants with their own values. Parents will select areas where they want to learn more about parenting based on their desires for their children.
PREPARATION	**Facilitator:** Think about primary values discussion, **"What's Important to Me" (Parents as Persons)**

Steps for Conducting the Activity:

1. Open the session by asking parents to reflect on what they think their own parents wanted for them. Ask them to share some of their thoughts.

2. Indicate that during this session they will do some more thinking about values specifically related to their own children.

   In order to get started, write on the board the following openings to sentences:

   - "I believe my children should..."
   - "I think it is important for children to..."
   - "The best way to raise kids is...."

   Explain that one way to discover our values is simply to complete sentences like these.

3. Request that group members copy down the opening statements, and complete each statement with their own ideas. Ask whether everyone understands your instructions. Encourage them to ask for help with spelling. You can write on the board the words that people need help with, so that others can refer to them.

4. Ask parents to share one of their value statements with the group. Write them on the board. Remind the group that a person's values are not to be judged by others. Rather, they are simply statements about what each of us believes to be important in our lives.

5. Ask parents how they think our values influence our behavior. Then comment that the relationship is sometimes clear, sometimes not so clear. One way we can look at how values guide our actions is to start a statement with an "IF" followed by a "THEN" and the conclusion. (For example, "IF I want my children to be kind, THEN...." Maybe somebody will say, "...I will have to be kind to them," or "...I will be sure to take them to church," or whatever else is offered.)

6. Refer back to the parents' value statements on the board. Talk the group through an "IF-THEN" exercise with one or two of the statements. Ask for suggestions about a "THEN" to match another one of the statements.

   If the group is having trouble, offer one of your own. (NOTE: The point here is not to judge the adequacy of anyone's answers, but to stimulate people to think about making connections between what they value and what they do.)

7. Ask people if they see the connection in their own actions between what they think and what they actually do. Someone will probably bring up the fact that many things can get in the way of what we want to do—sometimes very complicated things outside our control.

   Acknowledge that reality. If no one mentions it, bring up the issue yourself. After all, it is possible that we want things for our children that are unrealistic or extremely difficult to attain. But it is important to emphasize: once we recognize what is important for us, we can make these dreams for our children the starting place for future plans and goals.

8. Wrap up the session by asking parents if any of their "IF-THEN" statements remind them of something they want to learn for themselves, or about how to handle their child or about a community resource. Suggest that during the next few days the parents consider that question, because this group will be a good place to work together to get the information, ideas or help we want.

HOW TO GET YOUR CHILDREN TO MIND YOU/CLEAR RULES

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Communication, Problem-Solving

OBJECTIVES

Parents will identify some of the behaviors they want their children to do.

Parents will learn how to develop positive rules for their children, which clearly tell children what is expected of them.

Parents will learn ways of recognizing and "reinforcing" these desired behaviors in their children.

PREPARATION

Facilitator:

1. Prepare 20-30 examples of activities or behaviors which occur daily with young children (see attached list). Print each one on a strip of paper 2" x 8".
2. Put all strips of paper in a large-mouthed jar (big enough for an adult to reach in and pull out a strip of paper), or a box or bag.

Materials: Writing materials for group members.

Room: Chairs arranged in a semi-circle facing the board or flip chart.

Time: 1-3 sessions.

Steps for Conducting the Activity:

1. Begin by stating that one of the things we as parents spend a lot of time and energy doing is getting our children to "mind us"...to do what we want them to do. Sometimes we are more successful than others, and our kids do what we want them to do. But other times, it seems that all we are saying is "Stop that!" "Don't do that!" "If you don't stop doing that, I..." "If you don't do this, I will..." etc.
2. Next say, "Today we are going to think about some of the things we want our 3 to 5-year-olds to do." Explain that you have identified a number of daily activities and that, most likely, parents have specific expectations or rules for their children in regard to these activities. Ask each parent to share some of the rules she/he has for her/his children at home.
3. Explain that a rule is most effective when it is:

POSITIVE: It tells the child what you want him/her to do.

CLEAR: It tells the child when it should occur and how you want it done.

BRIEF: It tells the child exactly what you expect.

Clear Rules, continued

As you explain this, you can begin making a chart on the board for your exercise:

Behavior	Rule	Positive?	Clear?	Brief?	Do Your Children Mind You?
1.					
2.					
3.					

4. Ask for a volunteer to come to the front of the room and pick a slip of paper out of the jar:

   - Ask her to read it to the group (or you read it to the group).
   - Ask her to tell the group what the rule for this behavior is in her house and whether her children do what she wants.
   - Write on the board the behavior and the rule and whether her kids mind .
   - Ask the group to help her decide if it is positive, clear and brief. Fill in the chart with Y or N.
   - If there are N's, ask group members to help make the rule more positive, more clear or shorter.
   - Ask for any suggestions or clarifications, or if other parents have a different rule.

5. Continue having each person come up, select a slip of paper, tell what the rule is in her house and whether her children mind the rule. Continue having the group give their opinions, suggestions and other rules about the behaviors being discussed. Allow each member to do at least one slip of paper. This exercise may continue into the next session.

6. Before ending the session, tell parents you would like them to be reporters or observers in their own homes tonight. Ask them to watch their children and themselves...and to write little notes for themselves about what happens at home. When they ask their children to do something, record:

   - What you ask your child to do.
   - What your child does about your request.
   - What you do after your child responds to your request.
   - Also: Ask parents to think about something that they can't seem to get their children to do and it really "bugs" them.

Thank parents for sharing and helping each other think about rules.

CLEAR RULES: SUGGESTED BEHAVIORS FOR THE JAR

GETTING UP
GETTING DRESSED
MAKING THE BED
EATING BREAKFAST
BRUSHING TEETH
GOING TO A FRIEND'S HOUSE
RIDING IN THE CAR/TRUCK/BUS
GOING OUTSIDE
WATCHING TV
PLAYING WITH TOYS
PUTTING TOYS AWAY
SETTING THE TABLE
EATING DINNER
GOING TO THE MARKET OR STORE
CHEWING GUM
EATING CANDY
TALKING AT THE DINNER TABLE
PLAYING WITH YOUNGER BROTHER OR SISTER
GOING TO PACE
TALKING TO YOU WHILE YOU ARE ON PHONE
TAKING A BATH
PUTTING TOYS AWAY
PLAYING WITH A PET
HAVING A FRIEND OVER TO PLAY
GOING TO BED
CROSSING THE STREET
EATING DESSERT
PLAYING WITH OLDER BROTHER OR SISTER'S TOYS

DO YOUR CHILDREN MIND YOU?

Behavior	Rule	Positive?	Clear?	Brief?	Do Your Children Mind You

HOW TO GET YOUR CHILDREN TO MIND YOU Part II

Communication, Information, Problem-Solving

OBJECTIVES

Parents will identify some of the behaviors they want their children to do.

Parents will learn how to develop positive rules for their children which clearly tell children what is expected of them.

Parents will learn ways of recognizing and "reinforcing" these desired behaviors in their children.

PREPARATION

Facilitator: Make sure that the rules discussed during the first session are on the board or flip chart.

Prepare the outline for describing **PRAISE** and **ENCOURAGEMENT,** which you can put up on the board, as you talk about parent reactions with your group. This is a handout that parents can take home (see following).

Room: Chairs in a semi-circle facing the posted list of rules developed in the previous session.

Steps for Conducting the Activity:

1. If you didn't finish the "JAR" exercise last time and want to continue it, do so. If you would rather have parents share what they observed at home, begin with this discussion.

2. Begin by saying that today we are going to report on what we "saw" or observed at home. Remind parents that, in reality, children do most of the things we want them to do—they get up, get dressed, eat, go to PACE, etc. But probably all of us have one or two things we'd like our children to do which they are not doing now. So after we share what we saw at home, we will discuss ways to improve a child's behavior in the area that is still a problem.

   Add any new rules to the list. Note (with a *) behaviors where parents describe problems in getting children to do what they want them to do.

   Always encourage other parents to share their rules for the same behavior, especially for "problem areas" which have been identified. (Assure parents that the next two sessions will address problem areas more specifically.)

How to Get Your Children to Mind You, Part II, continued

3. Explain that most likely children do most things we want because:

   - We have been CLEAR: we told our children exactly what we want.
   - We have been CONSISTENT: we always expect our children to do this.
   - We have NOTICED: we paid attention and praised them when they did what we wanted them to do (as opposed to commenting on their failure to do something we wanted them to do).
   - We have ENCOURAGED our children to keep trying and have recognized their efforts.

4. Now turn to the chart of rules the group made last session. Ask parents to take a turn practicing a POSITIVE response to a child's attempts at "minding" one of the rules which is on the chart. The other parents should give FEEDBACK about each parent's effort.

   Remember, FEEDBACK is always given in a supportive way:

   - Tell the person what you liked about the wording.
   - Ask the person to identify what she/he liked about how it was phrased.
   - Have the person tell the group what she/he might do differently next time.
   - Ask the group to suggest how it might be improved next time.

   (See **"Parents as Students Teaching Others"** Learning Activity.)

5. Continue this process of having each parent practice giving PRAISE or ENCOURAGEMENT, and the rest of the group giving FEEDBACK, until all the rules on the chart have been covered.

6. In closing, ask parents to practice praise and encouragement with their children at home. Ask them to be "observers" and write down in their notebooks what seems to work well and what is still a problem. Thank everyone for their efforts.

PRAISE OR ENCOURAGEMENT

1. It is important to be **POSITIVE** about what a child does:

   "I like that you got dressed by yourself today."

   "You did a good job getting dressed by yourself today."

2. It is important to be **SPECIFIC** about what your child does:

   "I like how you put your dolls back on the shelf when you were finished playing with them."

   (Telling your child that he/she is a "good boy" or "good girl" does NOT give a clear idea about what you liked.)

3. It is important to be **TIMELY.** It is best to give feedback as close to the completion of the behavior as possible:

   "You shared your toys nicely with your baby brother this afternoon."

   (Waiting until bedtime or after dinner to praise children isn't nearly as effective as telling them at the time that they did something right.)

4. It is essential that parents are **CONSISTENT.** Parents must expect the same behavior all the time. As parents try to teach the desired behavior to their child, it is important to praise their child upon successful completion of the desired behavior.

5. Finally, it is very important to **RECOGNIZE EFFORT.** That is, if a child tries to do what a parent asks but is only able to do part of it, or does it in a way that the parent feels is not quite adequate, the parent must work at giving **ENCOURAGEMENT.**

   "You really got a good start at eating your dinner by yourself; let me see if I can help you with a few more bites."

   "You did a good job putting your cars and trucks away; next time maybe you can get all your blocks into the box, too."

WAYS TO PRAISE—PRAISE AND SELF-ESTEEM PART I

Communication

OBJECTIVES Parents will practice communicating appreciation for children's behavior.

Parents will make a plan to praise more often.

PREPARATION **Facilitator:** Review the background discussion. Think about several possible situations which you can use at the beginning of the session to model the technique of descriptive praise. Practice the technique until it seems smooth and natural. (See Step #1.)

Materials: **"Ways to Praise"** to post at the front of the class and copied for handouts.

Time: One class session. We recommend using part II for the following session, especially if parents have trouble either with the idea of praise or with using the technique. If parents are enthusiastic, they will probably want to share their experiences from home during the next session.

Steps for Conducting the Activity:

1. Begin the session by using the technique yourself without telling the parents in advance that you are about to model it. Pick something related to the class and express it in a comfortable way. For example:
   a. Describe what you see. Be specific. "I notice people were discussing last time's activities before class."
   b. Describe what you feel. "It's exciting to know you were so interested in what happened."
   c. Sum up the positive behavior in a word. "You shared ideas and experiences and obviously have been thinking about what we did. That's what I call real participation!"
2. Proceed to open the discussion by saying that the group will be talking about praise and children. Ask the group members to say what they think of, when they hear the word "praise." (Reactions may range from religious, to the idea that people shouldn't be praised for what they are expected to do, to comments that they wish someone would praise them when they do a good job.) Remember, accept all contributions without judgment or assessment.
3. Record their reactions for all to see. Wrap up discussion by reviewing the various ideas—reading them through so parents can follow along.
4. Comment that receiving praise not only feels good, but also encourages people to try hard and to repeat the behavior, themselves.
5. Hand out **"Ways to Praise."** Read it out loud.

Ways to Praise Part I, continued

6. Divide the group into groups of 2. Each person should make up a "praise" statement for his/her partner, following the 3 Steps. As an example, repeat your "praise" statements from the beginning of the session.

7. Continue by describing a situation in which someone praised something you did (cooking a good meal or fixing something). Describe/talk about how it made you feel.

8. Ask parents to think of a positive behavior they would like to reinforce in their children. Have each group of 2 make up praise for their children based on what they want to reinforce. Again, give an example.

9. Close by suggesting that parents take home the handout sheet. Read it over slowly once again. Encourage them to try out **"Ways to Praise"** several times before the next meeting and see what happens.

(Content drawn from "How to Talk So Kids Will Listen and Listen So Kids Will Talk," Faber and Mazlish, Avon Books, 1980, pp. 171-191, based on the theory of Dr. Haim Ginott.)

DISCUSSION BACKGROUND

WAYS TO PRAISE Part I

Some people may be extremely uncomfortable with the notion of praise. This may relate to their own upbringing or to certain religious instruction. If the idea of giving praise is an issue for some parents, you may simply wish to emphasize that parents need to recognize children's efforts, when they cooperate, when they do what they're asked to do, or when they are trying to do what is asked of them. The concern of the session is not to force anyone to do something he or she believes is wrong. By hearing the discussion and practicing the use of praise, many parents will determine for themselves how they can use praise.

The goal is to provide parents with ways to communicate with their children that are positive, stimulate growth, and result in satisfying experiences for both parent and child.

WAYS TO PRAISE

THREE-PART TECHNIQUE

WHY TO PRAISE:

1. Praise builds self-esteem.
2. Praise motivates and reinforces positive behavior.

HOW TO PRAISE:

Use the three-part technique:

1. Describe what you see.
2. Describe what you feel about what you see.
3. Sum up the positive behavior in a few words.

WAYS TO PRAISE—PRAISE AND SELF-ESTEEM PART II

Communication

OBJECTIVES

Parents will explore their own personal experiences with praise-giving.

Parents will think about how giving praise affects themselves and their children.

Parents will plan to increase the level of praise-giving communication with their children.

PREPARATION

Facilitator: Review background discussion (following).

Materials: The list of comments about praise from the previous session and "Ways to Praise" on the board.

Steps for Conducting the Activity:

1. Begin by explaining that this is a continuation from the earlier session about praise. It will give people a chance to say how it worked for them. Today will also give everyone a chance to get even better at coming up with the words to sum up behaviors.

2. Ask for volunteers to tell about an experience they had since the last session. What did they notice? How did they feel? How did their kids react? Did they discover they paid more attention to good behavior when they were looking for times to experiment with the technique?

3. Ask the group to divide up into groups of 3. Ask each parent to name 2 things they like about their child or things their child does, but that they usually don't mention to the child.

4. Have each group write praise statements. Encourage people to work as a team, especially to think of summary words.

5. Ask group members to practice using the praise they made up, by taking turns at being either a parent, a child or an observer. The "parent" practices using the technique. The "child" experiences the positive message. The observer's job is to ask the two role players what they felt in the situation.

6. To wrap up the exercise, ask the group to come together as a whole. Solicit comments.

   What good summary words would they like to recommend to other parents? List them on the board. What did people learn about themselves? About their style? Does anyone have any comments about what it felt like when they were in the position of the "child" receiving the praise? Do they have any questions?

Ways to Praise Part II, continued

7. Remind parents that it really doesn't matter whether or not they use this particular way to praise. What is important is that they have begun to think about how to increase positive communication between themselves and their children.

8. In closing, request that all parents make a plan for themselves about increasing the positive communications they have with their children.

   Use yourself as an example. (Even if you have no children, the technique works great with adults, too.) "I (your name) promise to praise my child (spouse, roommate, co-worker) at least once each day for the next week."

(Content drawn from "How to Talk So Kids Will Listen and Listen so Kids Will Talk," Faber and Mazlish, Avon Books, 1980, based on the theory of Dr. Haim Ginnott).

DISCUSSION BACKGROUND

WAYS TO PRAISE Part II

Anticipate that there may be a wide range of experiences with the technique. Think through how to handle the discussion if some parents want to discredit the technique introduced and practiced in **Ways to Praise Part I.**

You may simply decide to acknowledge that not everything works out for everyone. Try to avoid a climate in which people feel unsuccessful or that they need to defend themselves. After all, the technique is only a tool and may not fit some family styles. It is important, however, that parents do not totally reject the idea that positive communication and praise are appropriate.

During the discussion, parents may say that they feel awkward or foolish trying to use this specific way to praise. They may say they did try to use more general praise or positive comments with their children. Be sure to affirm those efforts. After all, the main point to remember is: "Being recognized and appreciated for positive behavior helps people feel good about themselves and more likely to repeat the behavior."

Remind the group that this way to praise works better for some than for others. Once a person finds it works and gets comfortable using it, the behavior becomes natural.

CLEAR RULES, LOGICAL CONSEQUENCES, PART I

Communication, Problem-Solving

OBJECTIVES

Parents will learn ways to gain cooperation from their pre-school children by pairing an expected behavior to an event or activity which their children enjoy.

Parents will practice establishing consequences for children which lead to cooperative behavior from them.

Parents will learn how to teach their children that their behavior has consequences.

PREPARATION

Facilitator: Review the **"Clear Rules"** Discussion Guide and prepare an outline on the board for discussing consequences, and a handout, **"Things to Remember When Asking Your Child to Do Something."**

Materials: Markers and masking tape in little pieces. Cut 25 strips of 4" x 11" paper in each of 4 colors. (Colors should be light enough to write on with a marker.)

1. Write each of the following, separately, on 5 strips of the same color (pink): (Save 5 blanks for other words parents want to use instead.)

AS SOON AS
WHEN
AFTER
IF

2. Write each of the following, separately, on 6 strips of a different color (green):

WE CAN
YOU CAN
I WILL

(The blank strips can be filled in with other words parents use.)

3. On each strip of another color (blue), print one of the behaviors used in the activity **"How to Get Your Child to Mind You/Clear Rules."** For example:

BRUSH YOUR TEETH
MAKE YOUR BED
PUT YOUR TOYS AWAY
EAT YOUR DINNER
GET DRESSED

4. Have 25-30 strips of a fourth color (yellow), and pass out 1 or 2 to each student.

5. Loosely tape the strips on the wall in columns of like colors.

Room: Chairs in a semi-circle facing the board.

Clear Rules, Logical Consequences Part I, continued

Steps for Conducting the Activity:

1. Review with your group: "We have talked about how to get our children to mind us. And we practiced making clear rules."

   "We spent time discussing what we want our children to do."

   "Today we are going to think about what our children want to do, and how we can match what we want with what they want."

2. Ask the group to brainstorm about things their children like to do or enjoy doing (see list of examples). Print each activity on the board. Give each parent 2 yellow strips of 4"x11" paper. Ask them to write an enjoyable activity on each strip. For example:

   READING A BOOK TOGETHER
   GOING TO VISIT GRANDMA
   GOING TO THE MOVIES

   Have parents tape their yellow strips in a column next to the green column on the wall.

3. Next, review with parents the things they want their children to do. Read the behaviors you have written on the blue strips. If parents want to add more, write them on blue strips and tape them to the wall.

4. Explain that we are going to match what our children enjoy doing with the behaviors we want our children to do. By pairing what we want as parents to an activity or event which our children like, we get cooperation and our children develop a sense of accomplishment. And, most likely, our children get positive attention from us. Thus, children begin to understand that by doing what we want, good things happen.

5. Demonstrate how to make a "rainbow" statement, by pairing what we expect with something our children like:

   USE:

Pink (Strip)	**Blue**	**Green**	**Yellow**
As soon as you	get dressed	we can	go to Grandma's
After you	clean your room	you can	go to the movies
When you	pick up your toys	I will	read with you

6. Before asking parents to come to the front and select their "rainbows," review some points:

   - ◆ We are trying to teach our children that things happen as a result of their behavior. That is, there is a consequence for doing the right thing or for not doing it.
   - ◆ Ask if someone can give a definition of the word, "consequence." Write it on the board. Anyone in the class can add words to the definition. This might be: "something which happens as a result of a prior event," or "a result."
   - ◆ The most important "consequence" or result of a pre-schooler's cooperative behavior is getting POSITIVE ATTENTION from a parent.
   - ◆ Rainbow statements are designed to be WIN/WIN. That means both parents and children get what they want.
   - ◆ The CONSEQUENCES ALWAYS FOLLOW COOPERATION. What we are teaching our children is that good behavior has good results...in that order.
   - ◆ Remind parents that we must ONLY PROMISE WHAT WE CAN DELIVER. If we say we will do something or say a child can have something or do something, make sure it happens. FOLLOW-THROUGH IS ESSENTIAL. We must KEEP OUR PROMISES.

7. Each parent should take a turn at making a "rainbow" on the board with one of each of the colors which she/he feels will result in a "WIN/WIN." If a parent wants to use different beginning (pink) or connecting (green) words, write them on one of the blank strips of paper. Ask parents to write the ones they feel they will use at home, in their own notebooks. Everyone should have an opportunity to make a "rainbow" which they feel they can use with their children.

8. In closing, ask parents to practice some of their rainbows at home and keep track in their notebooks of what seems to work. Hand out the summary of **"Things to Remember When Asking Your Children to Do Something."**

DISCUSSION GUIDE: CLEAR RULES, LOGICAL CONSEQUENCES Part I

1. Consequence:

    - A result.
    - Something that occurs because of a previous activity or event.
    - A reaction.

2. Using consequences teaches children that their own actions or behavior causes things to happen.

3. Using positive consequences teaches children that their cooperation results in a good or desired result.

    That is, if they do what their parent asks them to do, something that they like or want will result.

4. Positive consequences should follow cooperative behavior:

    - Going to Grandma's after getting dressed.
    - Seeing a movie after cleaning room.
    - Reading a book together after picking up toys.

5. Using positive consequences is a WIN/WIN situation. Parents get what they want and children do too.

6. Positive consequences should be:

    - Something a child likes to do or wants to have.
    - Something a parent can and wants to do with or give to the child.
    - Something that occurs as soon after cooperation as possible.

7. Parents should tell children that the positive consequence occurs because they cooperated and did what they were asked to do.

THINGS TO REMEMBER WHEN ASKING YOUR CHILD TO DO SOMETHING

1. **BE POSITIVE:** Clearly tell your child what you want him/her to do.

2. **PAY ATTENTION:** Notice when your child does what you asked her/him to do.

3. **PAIR WHAT YOU WANT WITH WHAT YOUR CHILD WANTS** (make your rainbow):

   "As soon as you eat your dinner, you can have dessert."

   Your child gets to do something that she/he likes AFTER you get the cooperation you want.

4. **ONLY PROMISE WHAT YOU CAN DELIVER AND ALWAYS DELIVER WHAT YOU PROMISE.**

   Pick something you can and want to let your child do.

   Pick something you can and want to do with or for your child.

   Deliver what you promised as soon as your child cooperates and does what you requested.

CLEAR RULES, LOGICAL CONSEQUENCES Part II

Communication, Problem-Solving

OBJECTIVES

Parents will learn ways to use "natural" or "logical" consequences for their children's behavior.

Parents will learn ways to teach their children that their behavior has consequences. It can result in things they want to happen or things they do not want to happen.

PREPARATION

Facilitator: Prepare a discussion about choosing consequences carefully (see Discussion Guide).

Prepare the handout on **"Making Consequences Fit the Behavior."**

Materials: Markers, masking tape and paper.

Cut strips of paper 4"x11"—25 of orange, 25 of violet. On each of 5 of the orange strips print all of the following:

UNLESS THE
UNTIL
IF YOU DO NOT

Save blank orange strips for other suggestions.

On each of 5 of the violet strips print all of the following:

WE CANNOT
YOU WILL NOT BE ABLE TO
I WILL NOT
THERE WILL BE NO

Save blank violet strips for other suggestions.

Tape new orange and violet strips in columns on the wall, along with the blue and yellow strips used in **Logical Consequences I:**

Orange Blue Violet Yellow

Room: Chairs in a semi-circle facing the board.

Steps for Conducting the Activity:

1. Ask for feedback from parents about using their "rainbows" at home. Have parents share their experiences, since the last session, in pairing positive consequences with cooperative behavior.

2. Follow with a discussion about the effectiveness of clear, consistent rules, the use of positive consequences and the occasional need for negative consequences. Repeat the definition of consequences which the group developed last session.

3. Explain that today we will focus on using consequences for not cooperating. We will use the same "matching" technique as we did with our last session on using positive consequences. This time, however, the enjoyable activity will not happen until the child cooperates. Once again, we are trying to teach our children that their own behavior causes results, or consequences, good ones for cooperation and minding, bad ones for not cooperating or not minding.

4. Now ask the group to make some "rainbows" which they feel will work for them at home. Read the lists of words in each column. Ask each parent to use a strip of each color and string together an example for his/her child:

ORANGE	BLUE	VIOLET	YELLOW
Unless you	**brush your teeth**	**we cannot**	**read our story**
If you cannot	**share your toys**	**I will**	**put them away for now**

5. Ask parents to write down all the rainbows which they feel will help them gain their children's cooperation. You may want to make a master list of everyone's rainbows to pass out next time.

6. Review the important points with the class about what to keep in mind about using negative consequences. Encourage parents to contribute their thoughts about what works for them at home.

7. Ask parents to practice both positive and negative consequences at home and keep track of how they each work. Remind parents that children are bound to "test" them to see if they are serious about the rule and the consequences. They will need to be consistent and calm and follow through. Parents should take notes about what goes on at home during the week. Distribute the handout.

DISCUSSION GUIDE: CLEAR RULES, LOGICAL CONSEQUENCES Part II

Try as we may, children do not always do what we ask them to do. In many instances, offering a positive consequence for cooperation will work successfully for pre-schoolers. They are usually eager to please their parents. However, most children will test parents to determine whether they are serious about requiring cooperation and "minding" before they can get a treat or do something enjoyable. Using logical consequences is a powerful tool for parents to teach their children what they want them to do.

POINTS TO REMEMBER:

1. Getting POSITIVE ATTENTION from a parent is very desirable for most pre-schoolers. Therefore, it follows that negative consequences (no story, no playing a game together, no going to the store together) have an important impact on 3 to 5-year-olds.

2. It is essential that whatever parents say will happen does happen. KEEP YOUR PROMISES. This goes for negative consequences as well. If you tell your child that non-cooperation will result in "no dessert" or "no TV" or "no playing with a special toy," FOLLOW THROUGH. DELIVER WHAT YOU PROMISE.

3. PICK SOMETHING YOU CAN CONTROL. That is, if something is going to happen anyway, and you cannot prevent it from occurring, do NOT use it as something a child cannot do or have as a negative consequence.

4. Make the consequence "fit" the non-cooperating behavior. If at all possible, USE NATURAL CONSEQUENCES which usually are very powerful in teaching a lesson. For example:

   - ◆ "If you leave your cookie on the floor, the dog will eat it."
   - ◆ "If you leave your doll outside, the rain can ruin it."

   These "natural" consequences are very effective in making your point about eating at the table or putting toys away. But sometimes you may not want to "suffer" from the "natural" consequences and may need to be especially careful about how you deal with the situation. For example, if the doll is ruined, will you have to get a new one? If it was a bike that got rusty from the rain, would that consequence make more problems for you?

5. It is essential to think of negative consequences which are:

   LOGICAL: If mom has to put away the doll, she puts it out of reach for a day or two. A child learns that by not taking care of her toys, she cannot play with them for a while.

   REASONABLE: The consequence should fit the seriousness of the problem. Taking away TV for the day will have the same effect as taking away TV for a week (which is probably not do-able, and may be harder on the parent than it is on the child). PICK SOMETHING THAT YOU CAN LIVE WITH AND CARRY IT OUT.

   RELATED TO SOMETHING A CHILD WANTS TO DO: Tying a desirable activity or an event to cooperation or non-cooperation will teach children about consequences for their own behavior. Spankings do not have the same valuable teaching impact.

Using consequences is more effective in teaching children than spanking them, which only makes children fearful and angry. It does not teach them what is right, only what to avoid. Parents want children to learn what is right and to feel a sense of accomplishment for doing the right thing.

MAKING CONSEQUENCES FIT THE BEHAVIOR

1. 3 to 5-year-old children understand very specific and immediate events: reading a story, eating dessert, watching TV, going outside to play.

   Choose a consequence that is specific, can be delivered readily, and that your child enjoys.

2. Always try a positive consequence first. Always try to make a WIN/WIN situation for you and your child.

3. Pick a consequence that you want to deliver and can deliver, or that you can withhold and not deliver, if your child does not cooperate.

4. When using a consequence, make it as related to the desired behavior as possible:

   - dessert AFTER dinner
   - story AFTER dressing for bed
   - going outside AFTER cleaning up toys

5. Negative consequences should have a reasonable time-limit:

   - no dessert TONIGHT
   - no story TONIGHT
   - no going outside THIS AFTERNOON

6. Spankings do NOT teach children what you want them to do. They only teach children what to be afraid of, and they make children angry and secretive.

FOUR-PART COMMUNICATION FOR COOPERATION

Communication, Using Information

OBJECTIVES	Parents will learn communication skills that encourage children's cooperation. Parents will have an opportunity to use their skills to criticize information presented by the facilitator.
PREPARATION	**Facilitator:** Prepare the board or a poster with the "Four-Part Communication for Cooperation" chart. Prepare a story for the opening.

Steps for Conducting the Activity:

1. Begin by telling a story about yourself and your child (or a friend and her child), in which the parent is having a conflict with the child over something he or she is supposed to do.
2. Ask parents to relate stories of their own. (For example, a child forgetting lunch or leaving the gate open or not picking up wet towels from the floor.)
3. Suggest that most of us would like to know a way to help reduce the small conflicts that bug us. Mention that there is a way of behaving, dealing with these conflicts that helps children feel good about themselves and helps them know what is expected in their family. Review the "four-part communication" on the board.
4. Break the participants into groups of 2. Ask participants to think of situations when they want to get their child's cooperation or when the child does something that bugs them. Have each parent tell his/her partner about the situation, then practice using the "four-part communication" technique.
5. Request that they think about whether or not this technique seems useful to them. Ask each pair for their opinions of the technique.
6. Review the importance of helping children understand why parents are asking them to do something. Ask parents to try this at home and come to the next session with a report. Have each group member write down, on a notecard, the four-part technique—and any variations they may have developed in their discussions.

FOUR-PART COMMUNICATION FOR COOPERATION

1. **DESCRIBE THE BEHAVIOR:**

   "When you leave the door open..."

2. **DESCRIBE WHAT YOU FEEL:**

   "...I feel angry..."

3. **EXPLAIN:**

   "...because it gets cold in the house."

4. **REQUEST NEW BEHAVIOR:**

   "Close the door now, please."

TIME OUT: A TOOL FOR EFFECTIVE DISCIPLINE

OBJECTIVES Parents will learn a new way to discipline their children.

Parents will discuss the disadvantages of physical punishment.

Parents will discuss alternatives to whipping their children.

PREPARATION **Facilitator:** Review the **"Time Out Discussion Guide."** Prepare a brief skit with your co-facilitator or a parent that shows a parent using **"Time Out"** effectively.

Materials: Have copies of **"Steps for Time Out," "Things to Remember About Time Out," "12 Alternatives to Whacking Your Kid"** handouts and a timer.

Room: Discussion circle with space for a skit.

Steps for Conducting the Activity:

1. Open by stating that we've spent a great deal of time talking about being clear about rules, recognizing cooperative behavior and using consequences to teach children that what they do causes a reaction. Now it is time to talk about DISCIPLINE: what to do when all these things do not work.

2. Ask parents to take a couple of moments and think about how they were disciplined as children. What did their parents do? What did they do? How did they feel about it? Spend some time discussing how parents were disciplined and how they felt. Write the feelings on the board...angry, sad, fearful, hurt, revengeful, loved....

   Ask parents which of these feelings contributed to their self-esteem? Remind them about the **IALAC** activity and **Family Self-Esteem** in **Parents as Persons.** Ask parents if the whippings or other discipline stopped their misbehavior? Did they know what their parents wanted them to do? Did they find other ways to get what they wanted or do what they wanted to do? Did they want to get even?

3. Ask parents their opinions about why parents whip their children? Write them on the board, e.g.:

   ◆ to teach children a lesson
   ◆ to get them to stop doing something
   ◆ to get rid of their own frustration
   ◆ because their parents whipped them
   ◆ because they didn't know what else to do

4. Ask parents how they feel when they discipline their own children. Do they get results? Have some of the tools discussed in **Parent Time** helped?

   ◆ **Clear Rules**
   ◆ **Four-Part Communication**
   ◆ **Logical Consequences - Rainbow Statements**

Time Out: A Tool for Effective Discipline, continued

5. Explain that today's tool is Time Out - a discipline tool or method that helps children be responsible for their own behavior (and builds self-esteem) and helps parents stay in control.

   Time Out is the way to show your children that you mean business about what you've asked them to do -without getting into a power struggle, which usually results in children and parents both losing.

6. Write steps for using **Time Out** on the board (see **Guide**).

   Role play a skit that has a parent using **Time Out** with his/her preschooler, to "defuse" a problem situation in which the child is not cooperating. Or you may use a situation in which the child is having a tantrum to get her/his own way. The parent puts the child in a safe, boring place and, following the steps for **Time Out**, sets a timer for 2 minutes. If the child is not ready to come out and cooperate, the parent sets the timer for one more minute.

7. Discuss the skit with the group. Some may be doubtful about the power of **Time Out** really to change or stop a child's misbehavior.

   Review the benefits of **Time Out** (see the **Discussion Guide**).

8. Ask parents to divide into pairs and discuss when they will use **Time Out** and where they will place the child, what they will say and what they think will happen.

9. Spend 10 minutes in general discussion about discipline.

   - The definition of **discipline** means **guidance.**
   - As our children's most important teachers, we need to **guide** or **discipline** our children to teach them how to be responsible, caring individuals.
   - Whippings do not teach children positive things.
   - Whippings teach children that:
     - adults can hurt...
     - adults make you angry...
     - adults cannot be trusted...
   - Whippings can teach children that they need to hide, be sneaky or avoid letting their parents know things.

10. Ask parents to try using **Time Out** at home during the next week and to watch what happens. Ask them to bring their stories back, with their questions about **Time Out.**

    Pass out the handouts and review the **Steps for Time Out** with the group.

TIME OUT DISCUSSION GUIDE

Time Out is a tool or method to use to:

1. Take your children out of situations where they are getting a lot of attention for not doing what you asked them to do.
2. Allow parents to remain in control and not get into a power struggle — or a "lose-lose" situation with their children.
3. Give your child time to think. **Time Out** is a consequence for uncooperative behavior (**Logical Consequences**).
4. Keep parents from getting so frustrated and angry that they say or do something (whip their child) that really hurts their child's and their own self esteem. (Review **Parents as Persons IALAC** Learning Activity.)
5. Help a child take responsibility for his/her own behavior.
6. Help parents set limits and keep to them with their children.

STEPS FOR TIME OUT

PREPARING FOR TIME OUT:

DECIDE:

1. Where you will put your child for **Time Out**. Make sure it is a safe, boring place: a place where she/he cannot get hurt, a place where she/he cannot have fun.

2. What you will use for keeping track of the **Time Out**, such as a cooking timer, an alarm on a watch, etc.

EXPLAIN TO YOUR CHILD:

1. Tell your child that when she/he refuses to cooperate after being asked or has a tantrum to try to get what he/she wants, he/she will get a **Time Out**.

2. Explain that the **Time Out** will give the child time to think about what has happened and to decide what to do differently.

USING TIME OUT:

1. Take your child to the place you have selected. Tell the child why she/he is there. Set the timer for 2-3 minutes. Tell your child that he/she can come out when the bell or buzzer rings and that at that time, you expect him/her to cooperate.

2. When the bell rings your child can come back and do what you asked him/her to do.

   If your child still refuses, send him/her back to the **Time Out** spot for 1-2 more minutes.

THINGS TO REMEMBER ABOUT TIME OUT

- Time Outs are brief; 2-3 minutes with no distractions can seem very long to a preschooler.
- Other children and adults at home need to understand that they may not disturb the child who is in the Time Out spot.
- Time Out is most effective when used by itself, and not with other punishments, like spanking.
- Time Out should be done as matter-of-factly as possible. Parents need to be calm and non-threatening.
- Time Out should be used as close to the event as possible—do not delay.

12 ALTERNATIVES TO WHACKING YOUR KID

TAKE TIME OUT. DON'T TAKE IT OUT ON YOUR KID.

When the big and little problems of your everyday life pile up to the point where you feel like lashing out—stop. Don't take it out on your kid. Try any or all of these simple alternatives—whatever works for you.

1. Stop in your tracks. Step back. Sit down.
2. Take five deep breaths. Inhale. Exhale. Slowly, slowly.
3. Count to 10. Better yet, 20. Or say the alphabet out loud.
4. Phone a friend. A relative. Even the weather.
5. Still mad? Punch a pillow. Or munch an apple.
6. Thumb through a magazine, book, newspaper, photo album.
7. Do some sit-ups.
8. Pick up a pencil and write down your thoughts.
9. Take a hot bath. Or a cold shower.
10. Lie down on the floor, or just put your feet up.
11. Put on your favorite record.
12. Water your plants.

For more parenting information, write: National Committee for Prevention of Child Abuse, Box 2866, Chicago, IL 60690

LEARNING AND TEACHING AT HOME

Communication

OBJECTIVES

Parents will recognize their vital role as their children's teacher.

Parents will identify and anticipate opportunities in daily life situations that can be used both to nurture and prepare a child for school.

Parents will practice ways to use everyday situations as learning opportunities.

PREPARATION

Facilitator: Jot down a short list of household activities that could be shared by parents and children, such as, folding clothes, washing dishes, making beds, setting table.

Room: Arrange for a clear space at the front of the room for demonstrations.

Steps for Conducting the Activity:

1. Open the session by reminding parents that teaching is one responsibility on their list of parental responsibilities. Today we will have a chance to practice teaching.

2. Ask each person to think of one thing they have taught their child, and to share this with the whole group. Ask if this teaching was done like it is in school, or in some other way. Have people explain. Mention that today you will be looking at everyday situations where our children learn. The bonus is that these same situations are ones in which the parent can benefit as well.

3. Briefly have parents list household chores that children are able to help with and ask them for the age of the youngest child who might be included. Out of the full list generated, have the group pick 3 to demonstrate. (Examples: set table, clear table, fold clothes, sort for laundry, take out trash.)

4. Recruit several parents to play act each of the 3 household chores chosen. Do each scene several times. The same player serves as the child. The players acting as parents, however, will rotate through each task. Each "parent" player has several minutes to interact with the "child" as they act out doing the chore together. Each successive "parent" player will need to think of one or more different ways of interacting with the "child."

5. At the beginning of each "scene," have people introduce their parts, including the age of the child. Encourage parents to do what they would do with their own children. Encourage them to be creative. Model praising and recognition by your own responses to their creativity and new ideas.

6. Briefly point out the kinds of learning experiences you saw the parents create: sorting, sequencing, order, descriptive language, etc. Mention that these are important skills for learning to read, and they can be picked up easily in everyday life as a part of being in a family. Ask what other benefits—for either children or parents—might come from the shared time.

Learning and Teaching at Home, continued

7. List benefits on the board. Feel free to add your own, as well, for example, the child being better prepared for school, the parent getting actual help with chores. (Parents may include things like the child having private time with a parent, the parent getting to know more about the individual specialness of the child, the child learning useful skills for later life, the child feeling like a contributing part of the family, the child getting praise, etc.)

8. Close by suggesting that parents be creative in thinking about their own home lives and daily chores. Challenge them to think of ways they can involve their children in daily family life tasks in a fun way.

PARENTS AS STUDENTS

Learning Activities

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PARENTS AS STUDENTS

RATIONALE

Adults who return to school to improve their skills or complete their high school education are changing their life goals. The decision to return to school is a commitment to themselves: to improve their own skills, to benefit themselves and their families.

Often the experience of becoming a student again profoundly affects an adult's self-concepts and life expectations. The process of learning exposes adults to new information; it challenges them to integrate new concepts with existing ones and exposes them to the possibility of failure.

Adults learn differently than children do. All adults continue to learn throughout their lifetime, primarily through daily activities rather than in more formal classroom settings. As new experiences and information are added to an adult's accumulated knowledge, they are processed through a series of "life filters," which determine the value and interpretation the new learning has for the adult's life. The more directly related the new knowledge is to the adult's needs and values, the more likely the adult will find it useful.

Most adult learning occurs when a person has a need for a skill or knowledge that will help solve a problem. Most adults who return to the classroom tend to involve themselves in those portions of instruction which they believe will be most beneficial to their current and future situations. Information that is related to the student is learned most readily.

Adults have emotional associations with most factual information, which also influences their learning. While most adults who return to the classroom are eager to learn, they want their educational experience to build on their accomplishments, skills and sense of self-worth, rather than to diminish or detract from them. Adults are extremely sensitive to failure in learning situations.

Fear and self-doubt can interfere with learning. Further, the prospect of returning to complete school education, in instances where adults have had previous failures or negative experiences, often stimulates a great deal of emotion. Displacing negative perceptions and attitudes is hard for adults.

Adults are complex and not easily influenced by their immediate environments. That is to say, adults take new information and relate it to their accumulated learning, before acting on the new knowledge.

Adults bring a wealth of experiences to the classroom. This stored learning—accumulated from daily living—provides an essential resource for learning. They are in the classroom to increase their abilities in very specific areas which they have identified as necessary to solve a problem.

Finally, adults learn best in a congenial, collaborative environment which is participatory, and one in which they have a high degree of control over their own work. In sum, adults learn best in an environment which responds to their basic needs as individuals: one in which they feel safe; one in which they can express themselves; one in which they have a fair amount of control.

Adults find it challenging to:

- Return to a structured learning environment after a number of years away.
- Resume a student role of going to school and learning: including being tested, having homework, reading, writing, etc.
- Expose oneself to change—new ideas, concepts, skills.
- Raise hopes, set new goals for self and family.
- Risk another failure.
- Change relationships with other: experience less dependency on others for literacy needs, initiate new collaborations with colleagues and teachers.
- Progress slowly, have difficulty with some skill acquisition.
- Add new responsibilities to a life which is already full with other important and perhaps competing family responsibilities.

TEACHING AND LEARNING

Using Information

OBJECTIVES Parents will identify the variety of behaviors involved in teaching and learning.

PREPARATION **Facilitator:** Prepare a list of teacher behaviors and learner behaviors, which you can use to increase, if necessary, the lists generated by the groups.

Materials: Writing materials for groups.

Room: Make sure the room can hold 2 small group meetings for discussion, with space to bring chairs back together.

Time: 30 minutes.

Steps for Completing the Activity:

1. Begin by explaining that there are many ways we teach and many ways we learn. It is important to recognize the ways these things occur for our own growth and that of our family. Ask students to count off by 2's and assign the 1's and 2's different areas of the room to meet.

2. Next, ask students in Group 1: "What comes to mind when you hear the word TEACH?" Ask them to brainstorm and make a list of words. Then, to brainstorm: "What do TEACHERS do?" Have one member write down all the thoughts of the group.

   Ask students in Group 2: "What comes to mind when you hear the word LEARN?" Brainstorm as in the other group and make a list of words, and then brainstorm: "What do LEARNERS do?" Again, one member should write down the responses.

3. After 10-15 minutes, ask the groups to stop and come back together. Ask each group to read its list.

4. Write their lists on the board, and ask for any additions or clarifications from members. Talk about how many similarities there are in the lists. Ask parents to think about all the ways they teach and learn every day, as they are home with their families.

5. Bring the lists to the next session or continue with the activity, **"How Did I Learn What I Am Good At?"**

(Adapted from "Teaching Adults: An Active Learning Approach," Elizabeth Jones, NAEYC, 1986.)

HOW DID I LEARN WHAT I AM GOOD AT?

Using Information

OBJECTIVES

Parents will identify the many skills they have.

Parents will understand the variety of ways they learn.

Parents will discover the importance of relationships in the learning process.

PREPARATION

Facilitator: Identify different kinds of skills, such as, being a good pie baker, a good friend, a good swimmer, a good knitter, a good listener, a good neighbor, knowing where to find the best bargains on children's clothes, etc. Remember HOW you learned these skills and WHO helped you.

Materials: Lists of what teachers and learners do, from the previous **"Teaching and Learning"** activity. Prepare **"How Did I Learn What I Am Good At?"** chart for handouts, and copy it on the board for the group. Fill it in with a couple of your own examples representing a range of skills, relationships, resourcefulness.

Steps for Conducting the Activity:

1. Begin with discussion that all of us have many skills—things we do well. We have learned them in many different ways. Give a blank chart to each person. Share a couple of examples from your list of skills which demonstrate the range of skills adults possess. Ask parents to take a few minutes and write down 10 things that they do well (WHAT) in the left hand column. Explain that it could be anything.

2. After parents have made their lists (5-7 minutes), ask them to go back to each item and write in the next column how they learned it:

    - ◆ HOW did they get good at it?
    - ◆ WHAT did they do?
    - ◆ WHO, if anyone, helped?
    - ◆ WHY did they want to learn it?

3. After 10-15 or more minutes, ask the group to participate in a group discussion, during which each member shares at least one thing she or he feels really good at doing, how she/he became good at it, and who helped or influenced this learning. Write examples on the board—notes on the activity and the HOW-WHAT-WHO-WHY that people mention in their sharing. Afterwards, compare the list of the learning methods on the board to the lists you generated in the discussion on **"What do teachers do?/What do learners do?"**

4. Close by reflecting for the group the range of skills adults possess, the diverse ways in which people learn and the importance of others in this process.

(Adapted from "Teaching Adults: An Active Learning Approach," Elizabeth Jones, NAEYC, 1986.)

Handout

HOW DID I LEARN WHAT I AM GOOD AT?

My Skill	**How Did I Learn It?**	**Who Helped Me?**	**Why Did I Want To Learn It?**

MOTIVATION

Using Information, Decision-Making

OBJECTIVES

Parents will begin to understand what is important to themselves and to others in the group.

Parents will recognize that internal motivation is a strong influence for accomplishing something, by identifying a time when they were highly motivated to do something for themselves.

Parents will identify the role of the adult in encouraging or discouraging this desire in young people.

PREPARATION

Facilitator: Think of an example from your own childhood or youth in which your passion for something was extremely strong, what you did, how the adults in your life responded to your desire and how you felt about what happened. Be prepared to share this example with the class.

Materials: Parents will need their notebooks.

Room: Each parent will write at the table or desk at first, then bring all the chairs together to form a circle for sharing.

Steps for Conducting the Activity:

1. Begin by asking the parents to close their eyes, go back in their memories, and think about something they really wanted when they were younger (something they "had to do" or "had to have"). Ask what they did about it, what the adults in their lives did in response to the desire and how they felt about what happened. Offer examples: going to a dance, getting special shoes, talking to a particular boy or girl, learning how to drive, sleeping over at a friend's house, learning how to play guitar, going to Louisville, etc.

   (Alternate: Ask parents to write in their own notebooks about this memory.)

   After 5 minutes, ask them to bring their chairs and form a circle together.

2. Explain that today we are going to share some of these childhood memories of being determined and almost single-minded about achieving a goal. If someone does not want to share their memory, that is okay.

Motivation, continued

3. Relate a memory of: 1) one of your own childhood passions, 2) what you did about it, 3) how the adults in your life responded, and 4) how you felt about what happened.

   After you have finished your example, tell parents that they may ask questions or raise issues, but cannot debate the rightness or wrongness of what happened. Ask them to write any issues down in their notebooks (or you can write them on the board), for future discussion. Assure the group that any kind of example is okay.

4. Go around the room. Each person should talk no more than 5-7 minutes. Questions should be for clarifying only. Thank each person for sharing.

   If other issues or questions arise—How do parents make choices for their children? How do we make choices? Who influences us in our own choices? What passions of other people inspire our desires? —write them down for future discussions.

5. Review the exercise with comments about 1) the importance of motivation, especially its relation to learning something you really want to do; and, 2) how much other people affect our motivation, positively or negatively.

   With 10 minutes to go, offer the group a choice of: 1) writing down reactions to something that has been said, or, 2) talking with another parent personally about what he or she has said.

   End the session after 10 minutes.

(Adapted from "Teaching Adults: An Active Learning Approach," Elizabeth Jones, NAEYC, 1986.)

CLEANING OUT THE ATTIC

Decision-Making (Self-Awareness)

OBJECTIVES

Parents will identify qualities of students that they admire and respect.

Parents will begin to "throw out" negative labels they have had for themselves as students.

Parents will assume more positive student labels or qualities for themselves.

PREPARATION

Facilitator: Think of a student you admired when you were in high school or junior high school. Identify why you admired that student, what about that student made you an "admirer."

Think of a time when you were in junior or senior high school when you felt dumb, stupid, inadequate.

Be prepared to share these experiences and feelings with your class.

Set up: Draw a large outline of a person on the board or flip chart. Make the body large enough to write in words.

Cut strips of blank paper approximately 4"x11". Make 2 to 3 for each student.

Have masking tape ready in little strips for taping papers to the wall or board.

Room: Arrange chairs in a semi-circle facing the board or chart.

Steps for Conducting the Activity:

1. Begin by telling parents that today everyone is going to begin "cleaning out their attic" to get rid of some old garbage.
2. Ask parents to close their eyes and think back to junior or senior high. Ask them to think about their classmates and remember a student they admired. Ask them to think about what it was about that student that they respected and/or admired.
3. Ask them to share their memories with the rest of the class. If no one starts, you can offer your own memory of the student you most admired and what it was about that student that you respected or admired. (For example, "I admired a girl named Dianne because she could write good stories and poems.")

Each time a parent identifies a quality of the student admired, write it on one of the 4x11 strips and tape it on the figure on the board. Try to have each parent identify one quality they admired in a fellow student. Leave the figure with all the words taped on it up on the board.

4. Now ask the parents to close their eyes again and think about themselves, when they were in school with the student they admired. Ask them to think about words that they used or others used to describe THEMSELVES as students. Ask them to think about how they felt, or how they feel now, about these labels.

5. After a couple of minutes, ask the parents to share those words and feelings with the rest of the class. Again, if no one offers, you can start the discussion by recalling a time when you felt dumb or unprepared, etc. For example, "I remember when an English teacher asked me, 'Why don't you do neat work like your sister?' I felt really dumb."

   Write each label or phrase on one of the 4x11 strips and tape it to the wall or board. You can put the name of the person on the strip, too, if you want:

   DUMB Pam LAZY Sue

6. Explain that in reality, these words no longer apply to them as students. After all, they are in PACE, working hard on improving their skills; they often teach each other and help each other learn things. Therefore, it is time to CLEAN OUT THE ATTIC and get rid of these old labels and negative words.

7. Ask each parent to go to the board and take off the paper with the word(s) which applies to them. Tell them to THROW IT OUT, RIP IT UP, GET RID OF IT. You can demonstrate, overact, be dramatic and show them how good you feel once it is in the garbage. Each time one of the parents throws out an old negative label, the rest of the group should applaud and cheer.

8. Now ask parents to brainstorm a list of positive words and phrases which describe what they are like now and what they are striving to become (like: curious, careful, learning, creative, helpful). Write these words on strips with colorful markers. Tape these words up on the board.

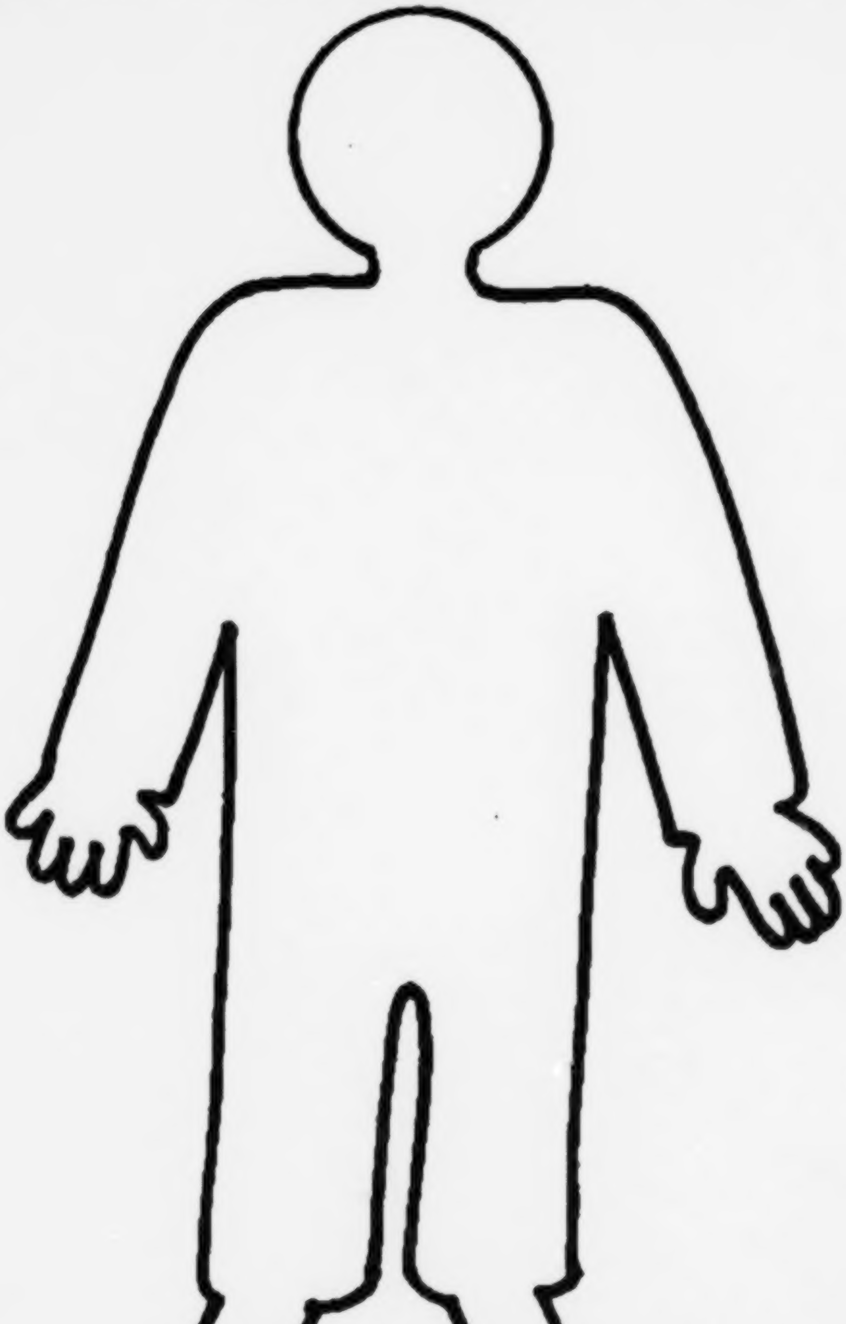
9. Once the group has made a big list, ask members to choose as many as they like for themselves. They should write these down to take home.

10. As their homework assignment, parents should make sentences about themselves using these positive words, such as: "I am getting smarter every day;" "I like learning new things."

11. Close the session by asking parents to practice these sentences at home, repeating them to themselves at least twice a day.

    NOTE: As a follow up, at the next meeting you may want to ask the group if they practiced and if they had further thoughts about themselves as students since they were all together.

CLEANING OUT THE ATTIC



"I DON'T KNOW"

Communication, Using Information, Problem-Solving

OBJECTIVES	Parents will recognize that learning is a life-long experience. Parents will practice asking questions to gain more information and solve problems. Parents will recognize that we teach and learn from each other.
PREPARATION	**Facilitator:** Prepare a list of **Helpful Hints or Tips** that can be used by students during the exercise. (See list of examples.) Make enough copies for handouts. Prepare a discussion guide for yourself about 1) the importance of being able to ask for help or admit you do not know, and 2) the importance of being able to know who can help you for what kinds of problems (see following.) **Room:** Space for groups to break up into pairs and come back together in a circle or semi-circle.

Steps for Conducting the Activity:

1. Begin by saying each of us knows how to do many, many things. In learning our skills, some of us have found HELPFUL SHORTCUTS OR TIPS that have made our work easier or more successful. Offer and solicit some suggestions for:

    - ◆ getting a coffee stain out of a tablecloth
    - ◆ where to get the best deal on kids' clothes
    - ◆ the quickest, tastiest way to cook beans
    - ◆ how to take the temperature of a screaming sick child
    - ◆ how to unclog a drain

    Explain to the group that today we are going to learn some TIPS.

2. Ask parents to think of things that they have learned that have really helped them...save time, save working so hard, save money, save aggravation.

    Ask them to jot down notes to themselves in their notebooks for the next activity, which is to think of 3-5 helpful hints or tips that they feel make their life easier.

    Pass out the sample list, which is just to spark their thinking. They probably know a lot more time-saving, energy-saving, frustration-saving or money-saving tips than are on your list. (5 minutes)

3. Now ask the group to break up into groups of 2. Have one parent begin by asking the other, "Do you know the best way to...?" " Do you know where to...?"

"I Don't Know", continued

The parent should run down her/his list of helpful hints or tips, each time asking the other if he/she knows this piece of information. Each time the other parent says, "No, I don't," the questioning parent should teach her/him the tip.

The other parent should go through her/his list asking the first parent, "Do you know...?," and share or teach the tip to her/his partner. (Allow pairs to talk for 15 minutes.)

4. Ask the groups to come back together and share some of the new things they learned from each other. There should be some good ideas and fun tips among the group, as well as lot of helpful hints.

5. Move into a guided discussion about what happened. Ask parents to talk about the exercise and other experiences they have had trying to learn new things (refer to your discussion guide).

6. Ask the group to reflect back to how the session began. Just by admitting we didn't know something, we learned something new that will help us do something we couldn't do before.

   Was it scary?
   Was it hard?
   Was it painful?

7. Note: Use the **Discussion Guide** to help you with your summary about learning something new.

   ◆ ALL OF US HAVE SKILLS TO TEACH ONE ANOTHER.
   ◆ ALL OF US HAVE THINGS TO LEARN FROM EACH OTHER.
   ◆ IF WE DON'T ASK, WE MAY NEVER KNOW.

   Learning is often hard or slow going, but just as we ask our own children to keep on trying, and we keep trying to help them get better, we, too, need to keep trying until we learn.

   PACE is a place where it is OKAY to say, "I don't know."

8. Close by asking parents to think about something they would really like to learn. Ask them to share the things they want to learn, and ask the group to respond with information about WHAT, HOW and WHERE they may be able to learn them.

DISCUSSION GUIDE FOR "I DON'T KNOW"

POINTS TO KEEP IN MIND FOR TALKING ABOUT ASKING QUESTIONS

- Learning is a life-long experience.
- Learning is like unlocking a treasure box and finding new things to enrich our lives.
- Today each of us probably learned something we can use right away, something that will make our work easier, or more successful, something which will save us time or money.
- We learned something which will help us do something that we couldn't do before.
- Sometimes it isn't so easy to learn something.
- Sometimes we don't do things because we don't know how to.
- Sometimes we don't know where to go or whom to ask.
- Sometimes we are afraid to ask or ashamed to admit we don't know.
- Everyone here in PACE is here to learn and everyone here is learning...learning new things which will help ourselves and our families.
- When we were younger, our parents and our teachers were (for the most part) in charge of our learning. They decided what we needed to learn and they taught us what they thought we should know.
- Now, as adults, it is up to us to decide WHAT to learn and WHERE and HOW we want to learn.

STEPS FOR LEARNING NEW INFORMATION

The first step for learning is DECIDING WHAT YOU WANT TO KNOW:

- Sometimes we know what we want. Everyone here in PACE has decided that they want to learn to read better and do math better. While this was not necessarily an easy decision and learning these skills is not always easy, everyone here made the decision and found the place and the people to help them learn.
- Sometimes we are not so sure about what it is we want to learn. We have to think about what we want to do, what we want for ourselves and our families first.
- Other times we have to think about what is frustrating us or upsetting us, and then think about what we need to learn to stop the frustration.

The second step is DECIDING WHO OR WHAT CAN HELP US.

This too may be hard:

- We may know what we want to learn, but we haven't found the right person or place to help us learn.
- We may have tried, but were unsuccessful and therefore given up.
- We may have tried but someone made us feel stupid for asking.
- Other times we don't even ask because we think that, “Everyone else knows this and I am the only one who doesn't.”

HELPFUL HINTS OR TIPS

Easy ways to:

...cook something:
- soup
- bread
- beans
- jelly

...get stains out:
- grass
- grease
- coffee
- crayon
- marker

...fix things:
- leaky faucet
- lamp shade
- clogged drain
- loose window shade

...help children:
- tie a shoe
- learn to whistle
- snap fingers
- put on a jacket
- take a splinter out
- take a temperature

...other:
- get a money order
- buy kids' clothes
- buy good fruits and vegetables
- apply for WIC

(Please add to the list)

HOMEWORK

Using Information, Problem-Solving

OBJECTIVES

Parents will remember how they felt when they had homework as younger students, and what they did about their homework.

Parents will compare those feelings with how they feel now about their own homework from PACE and that of their children.

Parents will identify helpful people and/or ways to assist them in successfully doing their homework.

PREPARATION

Facilitator: Think of 2 role play situations which deal with HOMEWORK:

1. The first should focus on a typical scene at home when the group members were younger, before they dropped out. There can be a parent and the young student in the role play. (For example, a mother and a 12-year-old. The mother wants the daughter to do her homework; the 12-year-old would rather go with her friend to the mall. After a big fight over homework, the girl is grounded. Later she says that she doesn't even understand the assignment.)

2. The second role play should focus on a typical scene at home, when parents try to do their homework now. There can be a child or children, husband or other family member and the PACE parent in this role play.

THE DAY BEFORE CONDUCTING THIS ACTIVITY:

Ask for 4 volunteers to meet with you briefly after class. Divide them into pairs. Meet with each pair separately.

Tell one pair that you want them to act out a typical scene in the house about homework, when one of them was a young teen. One should be the parent and one should be the teenager. Tell them to take a few moments and plan their interactions. They should be encouraged to act out some things that really happened to them. If they seem stuck, tell them your example of a scene between a teen and her mom over homework.

Tell the second pair that you would like them to do a role play about what happens in their own house now, when they have homework to do. One should be a child, one should play him or herself. If they want to add a family member, tell them to recruit another student for their role play. They, too, should be encouraged to act out something that really happens to them. But if they seem to be stuck, offer one or two suggestions that you feel might be familiar to PACE families.

Ask both acting pairs of parents to do a 3-5 minute role play...no longer. (If there are not enough volunteers, co-facilitators can do role plays together.)

Homework, continued

Room: Chairs in a semi-circle to watch the role play.

Steps for Conducting the Activity:

1. Begin by saying that today's activity will be about DOING HOMEWORK, and that you have recruited some volunteers to start the class. Ask the first pair to come up to the front and act out their role play of what happened when they were younger.

2. After the role play, thank your volunteers. Tell the group that they may write down any initial reactions they had to the role play in their journals, to discuss later in small groups.

3. Ask your second pair or threesome to come up and act out their role play of what goes on at home now in regard to homework.

4. Again, thank these volunteers. The group should give all the actors a big round of applause.

5. Ask your group to divide up into groups of 4 or 5 and discuss the role plays and how what happened compared to when they were young teenagers, and how they felt about it. Ask one person in each group to take notes. Allow the groups to meet for 15 minutes.

5. Ask the whole group to come back together and share some of their homework experiences when they were teenagers, and what happens now when they have homework. Write down key words about the experiences and what they felt about it. Make two columns, one for THEN (when they were younger), and one for NOW.

6. Ask the group if doing homework is different now from before. How is it different?

    - ◆ What makes doing homework harder now?
    - ◆ What makes doing homework easier now?
    - ◆ What has worked for them this time? Have they developed any special plan or actions that makes homework more do-able? Can they share any successes?
    - ◆ What do their children think about mommy or daddy doing homework?

7. Close by asking parents to think about what makes being in school different for them now? What seems to help? What is still a problem? Ask if they want to share these thoughts with the group or to get the group's suggestions on a problem with doing homework.

8. Thank everyone for their contributions to the discussions.

TEACHING OTHERS

Communication, Using Information

OBJECTIVES

Parents will learn by teaching.

Parents will recognize how many skills they have.

Parents will realize how much a teacher learns by teaching.

Parents will realize how many different ways there are to teach and to learn.

Parents will practice planning and teaching their peers an activity, a skill or a lesson.

PREPARATION

Facilitator: Before class, divide parents into 3 groups of 4- 5. Form diverse groups, taking into consideration: who talks the most/who the least, older/younger, white/black, who has older kids/younger kids, etc. Make a list of each group for posting on the board or wall of the room. (If the group is small, you may do this as 1 group, with 1 or 2 parents teaching the rest.)

Materials: Prepare handouts: a worksheet that students can use for planning their lessons and a feedback sheet for students to give their reactions to other "teachers." Also have a form for scheduling that the recorders of the groups can fill in after they set their schedules (see materials which follow).

Room: Make sure that the room is large enough to have 3 meeting areas, if necessary..

Time: 2-3 sessions.

Steps for Conducting the Activity:

1. Begin by explaining the task to your class. All persons will teach something to the members of their small groups:

    - Individuals should teach something that they like (a passion), something they know about, can find out about fairly easily, or something they, themselves, really want to know about.
    - Students may teach alone or with one other classmate. [NOTE: If two people decide to teach together, make sure they know who will do what part of the lesson. The planning sheet can be changed to help them remember to give themselves clear assignments.]
    - Students can use the planning sheet which you have prepared to help them think about their lesson.
    - Each student will have 15 minutes to teach a lesson.
    - There will be 5 minutes after each lesson for group members to use the feedback forms.

2. Read off names assigned to each group and then post the list. Ask the groups to meet and discuss together what they want to teach. Group members might teach a song, a recipe, a craft, or something they enjoy doing or have always found interesting. Each group should make one member their recorder, and she/he should fill in the schedule form, write each member's topic and when she/he will teach it to the group. Students can use the rest of the session to prepare. Teaching will begin one week from today.

3. Circulate and listen, add or repeat instructions if the group seems to be unclear about the assignment. A student may want to think about his/her lesson and tell you next time. That's okay. Make sure you have a schedule from each group which you can post on the wall of the room.

   The next meeting may be used for planning lessons, or parents can prepare their lessons at home. You determine what will work best for your group. Check with them to see how their preparation is going and if they will need any equipment or special space arrangement for their lessons.

Teaching the Lessons:

1. Three lessons can be taught during one session. Have the room set up so each group has adequate space for teaching, or reserve spaces in other rooms for the teaching.

2. Before beginning the teaching, remind parents that each lesson should take 10-15 minutes and that after the lesson, the group should use the **"Steps for Giving Feedback"** guide to give feedback to the "teacher." Distribute the "Steps" handout and review the feedback process with parents.

3. On the second day of teaching, if necessary, two more lessons can be taught. Once everyone has completed the teaching, the whole group meets to discuss the exercise and experience: what they liked, how they felt as teachers, what they learned, what was hard, confusing, enjoyable, boring.

4. Finally, everyone can applaud again, in recognition of their great teaching skills.

(Adapted from "Teaching Adults: An Active Learning Approach," Elizabeth Jones, NAEYC, 1986.)

WORKSHEET FOR PLANNING LESSON

Name of Activity:

I want my students to learn how to:

The materials or supplies I will need are:

The room will be arranged:

Conducting the Activity

To introduce the lesson, I will:

Steps (Indicate initials of the person who will complete each step):

Then I will:		Then the group will:
1.	( )	1.
2.	( )	2.
3.	( )	3.
4.	( )	4.
5.	( )	5.
6.	( )	6.

In closing, I will sum up our experience by:

LEARNING PRESENTATION SCHEDULE

Time*	Teachers	Activity/Lesson	Materials or Equipment

* Schedule in 20-minute segments (15 minutes for lesson, 5 minutes for feedback.)

TEACHING OTHERS: STEPS FOR GIVING FEEDBACK

1. The group addresses the teacher personally:

   "Gail, I liked the way you..."

2. The teacher evaluates him/herself:

   "I liked the way I..."

3. The teacher offers ways to improve:

   "Next time, I will..."

4. The group offers suggestions:

   "Gail, next time you may want to..."

PARENTS AS FAMILY MEMBERS

Learning Activities

◆ Rationale 130

◆ Family Rules 132

◆ Problems, Problems, Problems 135

◆ Chores Chart........ 138

◆ Who I Help and Who Helps Me........ 142

◆ Finding Help in the Community 144

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PARENTS AS FAMILY MEMBERS

RATIONALE

The dictionary defines family as "all people living in the same house" or "a group of people related by blood or marriage." By today's standards, this is a very simple definition of family. Currently, social scientists tend to define a family by the functions it performs, without limiting members to place of residence or blood relationship.

A number of occurrences over the past three decades have dramatically changed the way society and social scientists look at family functioning. The societal changes during the past 30 years have had an impact upon literally every aspect of the American family. They include:

- Changes in family structure: The traditional, nuclear family has been joined by a variety of family structures, such as dual-working parents, step-families, single-parent families and teen-parent families.
- The changing roles of women and men: While the traditional nuclear family of the past was not immune to problems and conflicts, it did provide clearly defined gender roles and values that the family was expected to pass on to the children. Defining gender roles and responsibilities has become a more complex family function today.
- Increase in knowledge of family functions and child development: There is simply more information available on these topics than there was several decades ago.
- Cultural and technological changes: The family functions of protecting and socializing its members may be most threatened by these changes. Society is beset with complex problems of crime, violence, substance abuse and persistent poverty. In child rearing, those who influenced earlier generations—neighbors, teachers, parents, grandparents and other relatives—have, at least in part, been overshadowed by forces over which families have little influence, including the television, recording and film industries, as well as print media.

In addition, perceptions have changed about families and their functioning. Social scientists have changed the way family functions are discussed, in three major areas: defining the strengths or "health" of the family, emphasizing its "nurturing" capacities, and viewing the family as a "system."

Relating and communicating are extremely important skills needed for healthy family functioning.

> *The family is seen as an interrelated system.*
>
> *A family is made up of individual people, yet we can never fully understand its behavior by examining its members one at a time. This would be much like trying to understand an automobile by looking at its disassembled parts. We could learn some things about the car but would miss the most important aspect of all—how the parts work together to form a functioning whole, how each part affects the other parts, and what each contributes to the total operation. (Sieburg, 1985)*

Parents as Family Members Rationale, continued

In addition to looking at the family as a system in itself, it is also important to realize that the family exists within a larger system. The extended family, religious and community institutions and government, all impact on how the family functions. Family members need skills not only to relate within the family system, but also to deal with the larger systems that affect them. Family members need to be able to identify the roles and rules that govern these systems.

The family system is also one that develops and changes over time; it is not static. Just as a child develops over time, going through infancy, toddler, latency and adolescence, a family also has its stages. Some of these may include separation from one's original family, courtship, marriage, becoming parents, separation from one's children and retirement. Family members need to be aware of the implications these changes have for the family, and they need the ability to pass easily from one stage of the life cycle to the next.

Today, social scientists and mental health specialists agree that developing and enhancing self-esteem is one of the most important functions of the family.

> *"Self-esteem is the greatest gift you can give your child—and yourself. It is the key to mental health, learning and happiness. It is knowing that you are worthwhile and lovable." (Hart, 1990)*

Enhancing self-esteem is not just a parenting function; it is a function for all family members. Children can affect parents' self-esteem, and spouses or partners and other relatives can either enhance or harm one's sense of self-esteem. High self-esteem comes from relationships that include encouragement, support, appreciation, understanding, honesty, acceptance and attention. Family members need to be able to assess how their behavior affects the self-esteem of other family members and to identify their own nurturing capacities.

For many years family dynamics and family functioning was studied in the context of dysfunctional families, based upon the clinical treatment of families. Over the past few years, however, there is an increasing interest in and growing body of knowledge on "healthy" family functioning. While there are a number of different ways social scientists describe these healthy family functions, there is an amazing amount of agreement on the components that effective families have in common.

The challenges for family members include:

- ◆ Acting in ways that enhance the self-esteem of other family members.
- ◆ Clear, direct, positive and effective communications between family members.
- ◆ Ability to solve problems and negotiate.
- ◆ Clear understanding of roles and rules in the family. Roles and rules need to be reasonable and flexible and to allow for a sharing of power and the autonomy and independence of family members.
- ◆ Planning and keeping track of family business and needs, which includes being able to identify problems and stresses in family life.
- ◆ Effectively linking the family to social institutions and accessing community resources for the family.

FAMILY RULES

Communication, Using Information

OBJECTIVES

Parents will identify their family rules.

Parents will understand why rules must be clear to all family members.

Parents will learn ways to discuss rules with family members.

PREPARATION

Facilitator: The purpose of the opening exercise is to have parents break rules they do not know exist. To prepare for this exercise, list on the board the following rules:

1. Everyone in class must write with magic markers.
2. Everyone in class must wear brown shoes.
3. Everyone in class must sit in a different seat today.
4. Everyone in class must wear a necktie.

Also prepare 5"x3" index cards (each rule on 2 or 3 cards) with the following information:

You broke Rule #1
Write "I will not break Rule #1"
5 times on the black board.

You broke Rule #2
Write "I will not break Rule #2"
5 times on the black board.

You broke Rule #3
Write "I will not break Rule #3"
10 times on a piece of paper.

You broke Rule #4
Write "I will not break Rule #4"
10 times on a piece of paper.

Make sure you have 2 or 3 cards for every parent. Also make a copy of the "Family Rules" handout for each parent.

Room: Classroom style with chairs facing blackboard.

Family Rules, continued

Steps for Conducting the Activity:

1. Begin by covering up the 4 rules listed on the board. Parents should not see the rules as they enter the room. As parents are settling into their seats, begin handing out the cards. Be certain the cards match what the parent is doing or wearing. For example: a parent wearing black shoes gets a card with "You broke Rule #2" on it; a parent sitting in the same seat all the time gets a card with "You broke Rule #3," etc. Make certain every parent gets one card. During this exercise you should not talk to the parents. If they ask questions, tell them to do what is on their cards first. Wait while parents complete the task assigned on their cards. (Allow 10-15 minutes for this exercise.)

2. Have parents put their chairs in a circle and then show them the rules listed on the board or chart. Pass out the handout. Ask parents to discuss how they felt doing this exercise. Most should feel confused or angry or that it wasn't fair. Tell them that this is how children feel if they break family rules that they don't know about or have forgotten or don't understand. Tell parents the group will be talking about family rules today, and read the 4 statements listed on the handout.

3. Going around the circle, ask each parent to give an example of a rule their family had when they were children growing up. List these rules on the board. If some group members cannot remember any rules, ask questions about what happened if: you were late to dinner; or, you didn't clean your room; or, you got up late in the morning; or, you fought with a brother or sister, etc.

4. Ask parents to list the rules for their own family on the handout. They can list as many as they want. Have parents share their family rules and list them on the board. If a rule has been mentioned make a check mark after it each time it is mentioned. The group will see that many rules are the same for each family and some will be different for some families. Point out that families are different, and everyone's rules do not have to be the same.

5. Close the session by suggesting that parents take their lists home and get feedback from their family members, to see if they agree on and understand the family rules

   [NOTE: Refer to the "**Logical Consequences**" activity as a method to use when rules are broken. If you have used this activity, remind the parents of it. If you are planning to do it in the future tell parents you will be doing it later. Also refer to "**Four-Part Communication**" as a way to help parents explain why there are family rules.]

FAMILY RULES

◆ A rule is something that tells people:

- **what you CAN or CANNOT do...or**
- **what you SHOULD or SHOULD NOT do.**

◆ Most rules are helpful. They help to keep people safe, to show people how to act, and to help people work together.

◆ Every family has rules.

◆ Every family member should know and understand the family rules.

MY FAMILY RULES ARE:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

PROBLEMS, PROBLEMS, PROBLEMS

Problem-Solving

OBJECTIVES Parents will learn the basic steps of problem-solving.

PREPARATION **Facilitator:** On the flip chart or blackboard write out the **"Five Steps for Solving Problems"** and make copies of the Steps as handouts for parents. Read through problem #1 and the example exercise carefully.

Room: Chairs in a semi-circle facing the board.

Time: One class period, with option for a second.

[NOTE TO FACILITATORS: A second class period could be used for parents to try this problem-solving technique with problems they are experiencing in their families. This would strongly reinforce the learning experience. Parents, however, may not feel comfortable discussing their own problems. At the end of the session, you may want to ask your group to decide whether or not they would feel comfortable doing this the next time they meet.]

Steps for Conducting the Activity:

1. Begin the session by telling the parents that all families have problems, and different families have different ways of handling their problems. There is, however, a simple way of solving problems, using 5 basic steps (refer to the chart and give parents the handout).

2. Review the **Five Steps** with the parents.

3. Read Problem #1 to the parents. On the blackboard, list the steps and the answers to each step. You need to "walk" the parents through the **Five Steps** for Problem #1, one at a time, so that they can get used to the process.

4. Read Problem #2 to the parents. Count off by 3's and assign the 1's, 2's and 3's different areas of the room to meet. Ask the parents to use the **"Five Steps for Solving Problems"** to solve Problem #2. You may want to read the problem again to the parents. Allow 15-20 minutes for the small groups.

5. Bring the group together again. Ask them to report on their answers for each step. Have all groups report on Step 1, then all on Step 2, etc. Record their answers on the board. Close the session by asking parents to try the **Five Steps** with a simple problem they may experience in the next few days.

FIVE STEPS FOR SOLVING PROBLEMS

1. **Name the problem.**
   - What exactly is wrong?
   - Name the problem without blaming anyone.
2. **List possible solutions to the problem.**
   - List as many as possible.
3. **Choose the best solutions.**
   - Decide if the solution will solve the problem.
   - Decide if the solution will make the problem worse.
   - Decide if the solution is do-able.
   - Everyone must agree on one solution.
4. **Put your solution into action.**
   - What changes need to be made?
   - Who will do what?
   - When will they do it?
5. **Decide if the solution is working.**
   - How will it be decided if the solution is working?
   - What will change?
   - After a period of trying the solution, see if things are better, the same, or worse.
   - If things are the same or worse, try another solution.

(Adapted from "The Winning Family," Dr. Louise Hart, Dodd, Mead & Co., 1989.)

FIVE STEPS FOR SOLVING PROBLEMS

PROBLEM #1

It is 10:00 a.m., and the school nurse just called Betty at work to say that her 7-year-old daughter, Linda, has a 103 degree fever. Betty is typing an important report which is due tomorrow. There is no one else whom she can call to take care of Linda. Betty is faced with a problem. Following is a description of her decision-making process.

1. NAME THE PROBLEM.

My daughter has a high fever and needs care. I have important work responsibilities today.

2. LIST SOLUTIONS.

1. Leave the job to take Linda to the doctor.
2. Stay and let Linda stay with the school nurse.

3. CHOOSE A SOLUTION.

Decide to leave.

4. PUT THE SOLUTION INTO ACTION.

Talked to the boss who reluctantly let me go, and took Linda to the doctor.

5. DECIDE IF THE SOLUTION IS WORKING.

This seemed to work well for me. I had extra work to do the next day, but at least I was able to take care of Linda. Maybe I should try to locate someone to fill in as a "substitute mother," so I will be prepared for the next time this happens.

PROBLEM #2

Mrs. Johnson is a single parent. She is taking courses at the vocational school, to get a LPN certification. When she gets home from school, most of her time is taken up in cooking dinner for her two sons—Mike, who is 12, and Joey, who is 7—and completing household chores, as well as with her homework. She is usually very tired by the end of the day.

For the past three months, Joey has been bringing papers home from school that are covered with red checks. Almost everything on the papers is wrong. Every night Mrs. Johnson asks Joey if he has homework, and he says no. When Mrs. Johnson sees the failing marks, she gets angry at Joey and yells at him.

(Adapted from "Working Families: A Home Study Course," Purdue University Cooperative Extension Service, West Lafayette, IN., 1982.)

CHORES CHART

Using Information, Decision-Making

OBJECTIVES

Parents will identify chores necessary for managing family work.

Parents will decide which chores have the highest priority for completion.

Parents will determine which chores can best be done by which family members.

PREPARATION

Facilitator: Post a list of common household chores that need to be done on a regular basis; e.g., shopping for groceries, cooking, washing clothes, ironing, making beds, picking up toys, sweeping, washing the dishes, taking out the garbage, washing floors, taking care of pets. Leave space for parents to add additional chores. Review the discussion guide to prepare to open the session.

Materials: Make copies of **"Chores Chart Worksheet"** for handouts.

Room: Chairs in a semi-circle facing the posted list of chores.

Steps for Conducting the Activity:

1. Begin the session by introducing the ideas listed in the discussion guide.

2. Ask parents to review the list of chores you have prepared and to add any additional household chores they have to do. (NOTE: These chores should include work done primarily in the home.) Add chores that parents have named to your chart.

3. Pass out **"Chores Chart Worksheet"** and ask parents to list their 8 most important chores in the first column on their worksheet. Point out to parents that the chores they list should be ones that must be done on a regular basis. Ask parents to complete the list of all family members living at home and the age of each member, at the bottom of the worksheet. (NOTE: Anyone who lives in the home, who acts as a family member or considers himself/herself a family member should be included.)

4. Counting off by 2's, have parents break into 2 groups. Ask each group to come to an agreement on 4 reasons why every family member should help with family chores. At the end of 10 minutes, have parents come back into a large group. List the reasons the parents choose on the board. Answers might include such reasons as:

    - One person should not have to do all the work.
    - Saves time if everyone helps.
    - Teaches younger family members responsibility.
    - Teaches younger family members housekeeping skills.
    - Makes each family member feel that she/he is important and that the family needs his/her help.

5. Give parents approximately 15 minutes to complete the rest of their **"Chores Chart Worksheet"**, filling in the columns on "Who Does It" (which family member does what chore) and "Why" (why the family member should be assigned the chore.) As they complete the worksheets, you can make comments on why particular family members could be assigned certain chores. For example, "it's something he/she likes to do, it's something he/she is good at doing, he/she is old enough to do it," etc. Remind parents that every family member should have a chore. Very young children may be assigned to help an adult or older child with a chore.

6. Close the session with a group discussion about how parents can tell their family members about the chores chart and the about chores family members should be doing. Some households may already have clearly assigned chores. These parents can share their systems with the group:

Some ideas for discussion:

- Talk with other adults in the household to see if they agree with the chores and to decide who will do them.
- Talk about the chart with each family member, letting them know why they have a particular chore. Some may want to change to different chores. Parents should be flexible.
- Explain to family members why it is important that everyone help do chores.
- Make a list of the chores and who will do them to hang on the refrigerator or some other place where everyone can see it.

CHORES CHART DISCUSSION GUIDE

- Family jobs are frequently thought of as chores.
- Often family members do not like to do family chores—they are not fun.
- However, these chores are necessary to keep the family running. All family members should help in doing household chores.
- Families should consider varying job assignments, so that one family member is not always stuck with the same chores.
- Chore assignments should be reviewed on a regular basis. As children grow older, their family responsibilities should change.
- Even young children, beginning at age 3 or 4, can be assigned some simple chore, such as putting away toys after playing or stacking newspapers to throw away.
- Children should be assigned chores appropriate to their age, size, knowledge and skills.
- Every family member should be responsible for one or more chores. Every person needs to feel he/she matters in the family and is contributing to family life.
- Children are more likely to complete a chore if they can pick the chore they like to do.
- Family chores should be explained clearly to children. For example, instead of saying "do the dishes," explain step-by-step how the dishes are to be done.

CHORES CHART WORKSHEET

	CHORE	WHO DOES IT?	WHY?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Family Members

Name	Age

WHO I HELP AND WHO HELPS ME

Using Information, Problem-Solving

OBJECTIVES Parents will recognize that everyone gives and gets support.

Parents will expand their awareness of how support networks give to us and use our gifts.

PREPARATION **Facilitator:** Prepare a set of 5x7 cards with holes punched in corners and string run through. Make as many tags as the size of the group, including facilitators. Mark one card with each title: ME, PARENT, IN-LAW, SISTER or BROTHER, PARTNER, PARTNER'S BROTHER or SISTER, AUNT OR UNCLE, GRANDPARENT, NIECE OR NEPHEW, COUSIN, FRIEND, NEIGHBOR.

Make copies of the **"WHO HELPS ME?"** chart for a handout.

Steps for Conducting the Activity:

1. Begin by explaining that during this session we will play a game about how people help each other.

2. Instruct the group to get into a circle. Pass around a container holding prepared tags. Each member, including facilitators, draws out a tag and puts it on.

3. Rules of the game: The parent who draws the "Me" tag gets to start as "It." "Me" then walks around the group stopping in front of each member and says how he/she helps that character. Instruct the person to speak from her/his own experience. For example, "Me" stops in front of "Aunt" and says, "I take you to doctor appointments." "Me" skips anyone who is not in his/her personal support network. Once around the circle, "Me" returns to his/her place in the circle and trades tags with the person to the left.

4. The game continues until everyone has had an opportunity to be "Me." Then open a discussion by asking, "Was anyone surprised to realize how many different persons each of us helps and how many different ways we help others? Did you also think about how people help you?"

5. Continue by distributing the handout listing sources of help for families. Read aloud the list, with the group following along silently. Then, reading aloud the situations in the handout, continue by asking each parent to complete the worksheet by making a checkmark underneath the title for the person or persons who help.

6. Break the group into 3's or 4's. Using their completed worksheets, have people discuss in their groups where they would like more help and from whom they could get it.

7. The facilitator or another group member can share a story about how a family member helped that person.

8. Close the session by a few thoughts about how everyone needs help sometimes. Sometimes we give help, and sometimes we need it. Family members become a source of support for us and we give support to them.

"WHO HELPS ME?"

WHO PROVIDES YOU WITH HELP OR ASSISTANCE:

	When you need help or to talk?	When you have questions about raising your child?	For encouragement when things get hard?	For help around the house?	To relax or have fun?	To learn about services for your family?
Friend						
Neighbor						
Spouse or Partner						
Child						
Parent						
Parent of Spouse or Partner						
Sister or Brother						
Spouse or Partner's Sister or Brother						
Other Relative						

FINDING HELP IN THE COMMUNITY

Using Information, Problem-Solving

OBJECTIVES Parents will identify resources in the community that can help when family problems/needs arise.

PREPARATION **Facilitator:** You will need to prepare for this activity by becoming aware of the human service agencies in the community. If your community has a human services directory, bring it to the activity, or bring your community's local phone directory.

Write on index cards or slips of paper the problems which follow, one per card or paper. Prepare 2 sets of cards.

- ◆ Mr. Jones is laid off from work for 2 months. He has a wife and 3 young children, and no other source of income.
- ◆ Mrs. Johnson and her husband have 5 children. After talking about it, they agree that their family is large enough and that they need some family planning counseling.
- ◆ Ms. Smith is 18 years old and has just learned she is pregnant. She knows that she needs prenatal care and good nutrition in order to deliver a healthy baby, but she has very little money.
- ◆ Mrs. Brown's 13-year-old daughter is very hard to control. She doesn't follow family rules and stays out late at night. She ran away from home last week, but returned home a few days later.
- ◆ Mr. Anderson is concerned about his brother, who has been drinking very heavily for the past 2 years. In the last 2 months he has started beating his wife when he gets drunk.

Room: Chairs should be set up in circles for 2 group discussion areas.

Steps for Conducting the Activity:

1. Begin the activity by dividing the parents into 2 groups. Have the groups pick recorders.
2. Give each group a set of cards with the problems written on them. If it is necessary, read the problems out loud to the groups.

Finding Help in the Community, continued

3. Ask the groups to list what agencies or organizations they would tell the people on the card to go to for help with the problem. Each group should come up with as many ideas as possible. Note: the groups can only suggest agencies or organizations—not friends, relatives, neighbors, etc. The purpose of the activity is to help parents become familiar with human service agencies in their community. Allow at least a half hour for small group discussions.

4. Bring the groups together and list their answers on the board. If the groups could not identify appropriate community resources, the facilitator should supply the answers. Ask parents to discuss the possible risks and benefits of using the human service agencies, and how to decide between them when there is a problem.

   The facilitator should emphasize the fact that all families have problems at some time and it is important to know what agencies or organizations can provide help for family problems. If parents are interested in learning more about how to handle a problem or about a specific agency, you can invite a speaker on the topic.

PARENTS AS COMMUNITY MEMBERS

Learning Activities

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PARENTS AS COMMUNITY MEMBERS

RATIONALE

Families and communities rely on each other. Each is dependent on the other to meet some of its needs. Families need to be part of communities, to locate the resources and support which help them raise their children and make a living. Communities need families, to support their institutions and raise the next generation of community residents. Community members benefit from knowing how to get what they need from their community and from participating in the life of their community.

PACE families with modest education and/or low incomes are often isolated from the resources and support that communities provide. Limited finances and the daily demands of caring for young children contribute to parents' lack of involvement in or awareness of community activities and services. PACE is a vehicle to link parents to the social support and helping resources they need to meet their family needs. By enrolling in PACE, parents have begun to build a new bridge to their community through school. As parents build positive relationships in PACE, they gain more energy and desire to locate other resources and opportunities in the community.

In this section, the learning activities direct parents to recognize that they know a great deal about their community, and that their collective knowledge can enhance everyone's understanding of how to use community resources. Parents also have opportunities to practice how to use community resources and resolve problems which arise. Field trips and visitors greatly enhance these activities.

Two other learning activities—from the **Parents as Family Members** section—can be used in this section. **"Finding Help in the Community"** can be used to gain an understanding of different service agencies. **"Who I Help and Who Helps Me"** helps parents realize how they contribute to the well-being of others in the community.

Finally, as parents recognize what resources exist in the community, they become able to identify problems and gaps in services. Thinking about solutions for some of the issues identified will result in parents taking steps to make others aware of the problem and/or trying to solve it, themselves. Planning to take action to improve a situation helps parents become stakeholders and contributors in the community.

FAMILY FUN

Using Information (Information Gathering)

OBJECTIVES Parents will identify activities which they enjoy and activities which their family enjoys.

Parents will develop a PACE bulletin board for information on family activities and outings.

PREPARATION **Facilitator:** Think about the ways you had fun with your family when you were a child, and ways in which you have fun with your family now. Draw a cartoon-type picture (stick figures) for each of these family events. Be prepared to share the events and pictures with the class.

Materials: Large blank paper and crayons or markers.

Steps for Conducting the Activity:

1. Distribute several pieces of paper and several crayons or markers to each parent. Ask each parent to think about a time when he/she was a child and had fun with his/her family at an event or a place. Ask parents to draw a picture of what they were doing when they were having fun. Assure parents that the drawing can be stick figures and/or close approximations. (Show your drawing to give them an idea if they seem stumped.) While parents draw, ask them to think about what was happening: i.e., what they were doing, where they were, who was with them, how old they were.

2. Next ask parents to think of a time now when they felt that their children were having fun with their family at an event or place in the community. Ask parents to draw another (stick figure) picture about the event their children enjoyed. Ask them to think about the same questions: What were they doing? Where were they? Who were they with?

3. If your group is large, break into 2 small groups; otherwise, bring parents into a circle and ask each parent to share their first picture, when they were children—what fun time they remembered. Write down each example. Ask parents to share their second picture—what fun events their own children enjoy. Write them down, too.

4. Now ask parents to think about what they felt at those times and what they think their children feel about these times—are they happy? excited? do they feel like they belong? what else? Write these down, too.

5. Now ask parents to think of events or places in the community or area which are fun and for families, so everyone has some new ideas of what they can do with their families: playground/park, county fair, pancake breakfast, 4th of July picnic, apple picking, church bake sale, parade. Ask parents to share what they know about these places and/or events.

   Suggest that parents may want to bring information into class about things that look like fun, and put them on a bulletin board, or make a list for use by everyone.

   Perhaps parents want to plan their own family event for PACE families.

IDENTIFYING RESOURCES IN OUR GROUP

Problem-Solving (Self-Awareness)

OBJECTIVES

Parents will recognize that they have something to offer the group.

Parents will begin to think of ways that their combined personal resources can be useful, both to other individuals and to the group as a whole.

PREPARATION

Facilitator: Cut a large piece of heavy paper into a jigsaw puzzle with 2 pieces for each member. Mark the back side of each piece or use paper that is a different color on each side. (Numbering pieces can also help.)

Materials: Puzzle pieces (see above), marking pens, table for puzzle assembly.

Steps for Conducting the Activity:

1. Open by explaining that the group is going to work together to discover what their combined resources are.
2. Hand out puzzle pieces. Talk with the group about our personal gifts or resources, such as, things we know how to do, skills, abilities, talents, personality traits, people we know, things we know. Ask each person to write one of their personal resources on each of 2 puzzle pieces. (Make sure to point out which is the right side.)
3. Ask the group to lay their pieces out and put the puzzle together. As they put down their pieces, you may ask each parent to read what he/she wrote.
4. Have them take a look at the variety of resources that are represented. Take time to recognize each person's contribution.
5. Lead a discussion: What comes to mind when you look at the puzzle? Are there any surprises? Did you realize how many resources were actually in the group? Just think how many more there are. The completed puzzle is a picture of what happens when we combine resources—the whole is greater than the parts. Can we think of ways to use these combined resources? Are there ways to share with each other? Are we surprised to think about how much we really have to offer?
6. Continue: We learned about each other's personal resources when we put the puzzle together—by reading them. What did we learn from the way we worked together? Who took leadership? Who did problem-solving? Who provided humor? Who offered advice? Those are all resources, too.

Identifying Resources in Our Group, continued

7. Let's think of ways we could use our many resources as a group, as we learn and work together in Parent Time. Make a list. Remind people to consider this wealth of personal resources when we have to solve problems or carry out various activities. Encourage people to think about their resources when they feel low or unsuccessful.

   ALTERNATIVE: Instead of using a jigsaw puzzle, "build" a picture of something like a flower, by having each person add a petal or leaf. The group could "build" a building, with each piece being an essential part—door, window, chimney, roof, stairs, etc. These paper cut-out puzzles and pictures can be glued to paper or cardboard and displayed, as a reminder of the individual and group strengths.

(Adapted from "NAVAMAGA—Training Activities for Group Building, Health and Income Generation," Dian Seslar Svendsen and Sujatha Wijetilleke, OEF International, 1983, pp. 38-39.)

COMMUNICATING WITH AUTHORITY FIGURES

Problem-Solving

OBJECTIVES

Parents will realize that it is normal to have strong and sometimes uncomfortable feelings about communicating with authority figures.

Parents will establish their own guidelines for how to effectively communicate face-to-face with authority figures.

Parents will review situations to gain confidence in their ability to face authorities.

PREPARATION

Facilitator: Think of a personal example about an encounter with an authority figure, such as welfare worker, school principal, child's doctor, banker, law enforcement officer or prospective employer. Remember the circumstances, how you felt, what happened, if you were successful in the encounter, how you prepared yourself, if it was uncomfortable, what you learned that you could use another time. Be prepared to relate this situation to the group briefly.

Prepare 1 or 2 brief skits with your co-facilitator about an experience with an authority figure.

Think through your own list of guidelines to follow when communicating with authority figures. They can be general or applicable to a specific situation (e.g. talking to a principal). Keep the list to yourself, but be prepared to offer ideas from it during that part of the exercise when parents are contributing their own suggestions.

Steps for Conducting the Activity:

1. Explain that as a parent, as a community member, and in many of life's roles, there are situations in which we deal with authority figures. Review a broad definition: "An authority figure is someone who has some control or power to influence your behavior or situation." Mention examples of authority figures, and ask them to add to the list. Then tell your own story. Suggest that it is an important part of life to be able to handle ourselves effectively in these situations, and that this session will be spent talking about and practicing for those times.

2. Ask the group to think of circumstances from their life experiences when they dealt with an authority person. It could be a time when either they had to ask for something or were asked to come in to talk to an authority figure—or for some other reason had to be able to handle themselves in such an encounter.

3. Encourage people to name the feelings accompanying those experiences. Ask them how they prepared themselves for the encounters, if, in fact, they had a chance to prepare. Try to draw out feelings about what happened.

4. Perform one of the skits about an experience with an authority figure. Ask the group for reactions: What happened? What will happen next: What did the parent feel like? What might have helped?

Communicating with Authority Figures, continued

5. Request that each member select one situation that he/she would like a chance to practice, using a situation mentioned or one of the skit ideas listed here. Help parents form pairs and prepare to act out how to manage the situations they chose.

   Skit ideas:

   - Your child has been ill for several days, and you are quite worried. At the clinic you are talking to the doctor about your daughter's illness.
   - A mix-up causes your food stamps to be cancelled. You go into the office to get the situation straightened out.
   - You visit the local community college to learn how to apply for financial aid to attend nurse's aide training.
   - Your 5th grade son's teacher calls, asking you to come in.

6. Explain that this activity is designed to give each of us an opportunity to learn more about how to get the results we want from encounters with authority figures. All of us have had better and worse times getting positive results, so all of us can learn and practice with real benefit.

7. After each role play, ask the other parents to talk about what they saw happen in the skit. What problems occurred in trying to communicate with authorities? Ask presenters how they felt—fearful, confused, angry, comfortable, nervous? What is the hardest part? What would make it easier for us? Does rehearsing or planning make it more comfortable?

8. Request everyone to brainstorm guidelines or rules they think are important to keep in mind when communicating with an authority figure. List these.

9. Encourage people to refer to their list when they are next faced with the situation. Remind the group that they now have the advantage of their collective wisdom, plus the practice that can make them more comfortable.

   NOTE: This activity can arouse some strong reactions. Many people will have had some bad experiences and want to explain them. While it's demanding on the facilitator, it provides opportunities to help the group focus on ways they can gain some control of situations. People can learn the value of being prepared and of using good judgment. Together, parents can discover ways to manage some challenging encounters, so that they end up with satisfying and effective results.

(Adapted from "Women Working Together for Personal, Economic, and Community Development," Suzanne Kindervatter, OEF International, 1983, pp. 87-88.)

TAKING CARE OF FAMILY BUSINESS Part I
IDENTIFYING WHERE TO GO

Using Information (Information Gathering)

OBJECTIVES Parents will identify the wide variety of resources that exist in their community or area.

Parents will identify locations for resources.

Parents will begin to identify gaps in resources for families in their community.

PREPARATION **Facilitator:** 1. Draw a rough outline of your county or other community area on the board, including any geographic characteristics, such as a river, lake or highway.

2. Have markers or crayons, glue, scrap materials, wood chips, cotton balls, fabric or yarn scraps, twigs, beans—whatever is available—and 3 large pieces of board, 24" x 30". (Divide the materials into 3 equal lots.)

Room: Chairs and working surfaces for 3 small groups.

Time: 1-2 Parent Time hours.

Steps for Conducting the Activity:

1. Begin by saying that every parent has to wear many hats. One important "hat" that does not always get as much attention — especially while your children are young — is that of being a community member or "keeping up with what is going on in the community." Parents need to know:

   ◆ Where to get help

   ◆ Where to get something fixed

   ◆ Where to meet people who are concerned about the same things they are

   ◆ Where to get involved

   (This list can be written on the board.)

2. Introduce the activity by stating that every community has many, many resources, some of which everyone knows about and a number of which only a few people know about.

Taking Care of Family Business Part I, continued

3. Divide the group into 3 small groups. Give each group a large tag board and 1/3 of the materials. Ask them to spend 20-30 minutes putting the community resources on the outline map of their community. Resources identified can be public institutions (county building, school, courthouse) or churches, social service or health offices, a good second-hand store, a day-care home, a reliable car repair shop, a neighbor who "knows everyone," a great family restaurant, and more. Parents can make symbols on the map for the buildings, either by drawing, or, better still, using the materials you give them (scraps and small items). They should write notes about what each resource is.

4. Ask each small group to take the other parents on a "tour," identifying and explaining the resources in the community which are on the map. This activity may take another session to finish. Make sure all notes are kept. Follow up with a discussion on what people like in the community, what people wish was different, what they can't find.

5. Explain that next time you are going to be making a resource file of the things that help families (**Taking Care of Family Business II**), which will help everyone at PACE and even future PACE families.

   If possible, leave the maps posted on the wall of the room.

TAKING CARE OF FAMILY BUSINESS Part II
RESOURCES IN OUR COMMUNITY: BUILDING A RESOURCE FILE

• •

Using Information (Information Gathering), Problem-Solving

OBJECTIVES	Parents will realize they know how to use some community services. Parents will learn how to use other services. Parents will develop a PACE Program resource file for future use.
PREPARATION	**Facilitator:** Write out questions on strips of paper, and put them in a jar or bag (see suggested list). Make resource forms for loose-leaf notebooks, or index cards, to fill out for each topic. **Materials:** Have community resource maps available. **Room:** Discussion group arrangement. **Time:** Several sessions, with some follow-up information gathering outside of class.

Steps for Conducting the Activity:

1. Introduce the topic by talking about how everyone has family business to attend to and often it's hard to figure out where to go and how to do it. Offer a couple of examples:

   ◆ You need to file for a Social Security number for your child.

   ◆ You want to apply for a Section 8 voucher for housing, or an energy assistance rebate.

   ◆ You need to get a copy of your birth certificate.

2. Explain that today you will begin to build a PACE resource file. Everyone will share what they know in helping to build it. Ask parents to list the kinds of things someone needs to know about for taking care of family business. Write the **"Examples for Family Business Discussion"** list on the board, with parents' examples.

3. Recruit parents to help record this information, as the group begins to discuss the items. Have parents take turns filling in information on the form, with each taking one kind of service, or ask one parent to do all of them.

4. Ask a parent to come up and pick a strip of paper from the jar or bag and read it to the group. Ask the parent to offer what she or he knows about how and where to take care of this kind of business, and then open it up to a discussion, with others offering what they know. Try to steer the conversation to fill in useful information on each topic and limit rambling anecdotes. Include names, addresses or locations, hours and what services are actually available.

Taking Care of Family Business Part II, continued

5. Set aside strips about which no one has any ideas. Write down any that the group wants to include in the file.
6. Continue the discussion until Parent Time is almost over. Ask for volunteers to do the research and fill in missing information (phone, address, hours, etc.) in class time or at home, and bring it to the next Parent Time meeting.
7. If people are uncertain, have the group talk about how to find the information. Ask, too, for some general recommendations which will help everyone, as, for example, to call before going to an agency, to find out the hours of an operation, whether you need an appointment and what you need to bring with you when you go there.

Follow-up: At the next Parent Time, continue with other kinds of problems or needs. For business which no one knows how to take care of, brainstorm about how to find out or who would know more. Some parents may volunteer to find out and bring information back to class. Or the group may decide to take a trip or have a speaker on the topic.

Set aside business which no one is interested in. At some point in the future, it may come up, and the group can work on it, using the same research process.

Establish a place in the room where the file can be kept.

EXAMPLES FOR FAMILY BUSINESS DISCUSSION

How do you get your children their own Social Security numbers?

Where do you register to vote?

Where do you get a child's birth certificate?

How do you get food stamps?

Where do you take a civil service test?

Where can you get a paper notarized?

Where do you pick up food in the WIC Program?

Where can you get a lead poisoning test for your child?

Where do you go to apply for financial assistance to attend community college?

Where can you get a Section 8 housing voucher?

How do you get into subsidized housing?

Where do you get help with a bad debt?

Where can you get a car loan?

Where can you get an evaluation of your child's vision, hearing, development?

How do you get rid of bugs in your apartment?

Where do you get a driver's license?

Where do you get a marriage license?

How do you get your child's school records transferred?

How do you get home health care for your sick aunt (mother)?

How do you make a will?

Where do you go for help to stop smoking?

Where can you learn about CPR and Emergency First Aid?

RESOURCE FORM

Service Offered/Problem Addressed:

Name of place:

Address:

Phone: Hours open:

What you need to know:

To bring:

To do:

How long it takes:

Notes and advice:

Date: Name:

PARENTS AS WORKERS

Learning Activities

◆ Rationale 160

◆ Things You Didn't Know You Could Do Part I 161

◆ Things You Didn't Know You Could Do Part II 166

◆ What Kind Of Work Do I Want To Do? 168

◆ What To Learn About Jobs 169

◆ Networking: How To Make Your Network Work For You 171

◆ Learning About Jobs Part I 175

◆ Learning About Jobs Part II 177

◆ Learning About Jobs Part III 178

◆ What To Have Ready When You Look For A Job 180

◆ When I Go To Work—Getting Myself Ready For A Job 182

PARENTS AS WORKERS

RATIONALE

By entering the PACE Program, parents are raising their expectations for joining the workforce and improving their families' economic well-being. Like many adults, PACE parents often have limited knowledge about what kinds of jobs exist outside their families' and friends' experiences. They have even less information about what skills are needed to obtain specific jobs. Even though some PACE parents may have had some work experience, all parents will benefit by expanding their understanding about the world of work and developing a realistic plan for how they will enter it successfully.

The road to employment for adults who have low educational achievement and little or no work experience may be slow and bumpy. For parents who receive AFDC (Aid to Families with Dependent Children), becoming self-sufficient presents significant challenges and requires personal growth and change.

A growing body of research indicates that it is extremely common for low-skilled adults to "try out" several different jobs, before finding a comfortable fit for themselves. They may make several "false starts". Learning how to be a worker and meet the expectations of a job takes time. For some parents, beginning with part-time employment may be the best option. Others may seek more training, while still others may recognize that they need to delay entering the workforce until their children are all in school. Some parents may be more comfortable volunteering to begin with, as a way to learn to meet others' expectations.

Supporting parents in their efforts and helping them understand that there are many ways to become a successful worker assists them in setting reasonable expectations for themselves. Recognizing that all the steps parents make along the way to employment helps validate their efforts and keeps them focused on their goals. Ensuring that parents are linked to other resources and have identified their own support systems, which will assist them once they leave PACE, is extremely important.

In this section, the activities are focused on the personal learning and planning aspects of becoming a worker. **Parents as Workers** activities are directed to helping parents identify what skills they have and how to translate them into different kinds of jobs. Parents also make their own plans to ensure that home responsibilities are taken care of (childcare, meals, shopping, cleaning, transportation), so that they can be both dependable workers and successful parents.

Field trips, visitors, spending the day on the job with former PACE parents who are now working, all are good activities to complement this section. Additionally, local Cooperative Extension Agents are excellent resources for helping to learn budgeting and home management skills. Further, most PACE Adult Education classrooms have numerous publications about different kinds of work. PACE is a wonderful place to help parents start on their journey to becoming workers.

THINGS YOU DIDN'T KNOW YOU COULD DO Part I

Using Information, Communication

OBJECTIVES Parents will identify life skills they already have.

Parents will learn how to translate their life experiences into skills needed for specific jobs.

PREPARATION **Facilitator:** Prepare or adapt a story of a woman who wants to go to work (see following). Prepare to lead the group in discussing how to identify your own life skills, using the discussion guide.

Materials: **Life Skills Form** handout.

Room: Discussion circle with tables or desks for writing.

Steps for Conducting the Activity:

1. Begin by explaining that we all have many skills that we have learned from our daily lives, and it is important to recognize these skills, as many of them can be "translated" into skills for jobs.

2. Read the story about Lisa or another comparable story.

3. Read the want ad for a cook.

4. Ask parents to identify the requirements for the cook position. Write them on the board.

5. Next ask the group to help identify Lisa's qualifications for the cook's job and list them to the right of the requirements. The chart should look like this:

Job Requirements	Lisa's Qualifications
1. Mature.	Lisa is 29.
2. Experienced.	Has cooked at home for a large family for 9+ years.
3. Cooking skills.	Does all the cooking.
4. Know southern style cooking.	Knows southern style.
5. Responsible.	Responsible for children, mother-in-law, house, etc.
6. Able to work 3-10 PM.	Can work 3-10. Husband home by 3:30, kids by 3:45.
7. Able to work Wed.-Sun.	Can work these days.
8. Wait tables.	Serves family daily.

6. Next review with the group that Lisa, like all of us, has many skills. Ask members to think about their own skills. Use the discussion guide to help parents begin to identify their own skills by reviewing what things they do at home and what they like to do.

7. Pass out a sample **Life Skills Form** with Lisa Bartlett's skills, or put it on the board, and review it with the group.

8. Pass out the **Life Skills Form** and ask each parent to fill out a form. Circulate to assist parents, reminding them of the earlier discussion on how to determine what skills they have (15-20 minutes).

9. Ask parents to share their own life skills inventory with the rest of the class.

10. Close by telling parents to take this form home and keep filling it in with more life skills. Ask them to bring it to the next meeting.

(Adapted from "Finding Work," Follett Coping Skills Series, Follet Publishing Co., 1977.)

THINGS YOU DIDN'T KNOW YOU COULD DO Part I

Lisa Bartlett

Lisa Bartlett is 29. She is thinking about getting a job. Her youngest child will be in first grade in the fall. Her husband works the early shift from 7 a.m.-3 p.m. For the past eight years, Lisa has been home taking care of her four children and sick mother-in-law. Lisa cooks, cleans, sews many of her family's clothes, fixes things at home, keeps a vegetable garden, and cans her produce, pays the bills, and helps her children with their school work. Lisa is also active in her church. She helps the church with its mailings to members every month. Lisa is a room mother at school for one of her children.

COOK WANTED

Mature person with experience wanted as cook for small restaurant. Must know southern style cooking. Must be responsible. Hours 3-10 PM, Wed-Sun. May wait tables if necessary. Call Mary Brown, 875-4239.

THINGS YOU DIDN'T KNOW YOU COULD DO Part I

Discussion Guide

Here are some other life skills. Read the list. Think about your skills. Do you have any of these skills? Do you have other skills that are not on the list?

Organizing: This means getting things or people together. It means making things or people work well together. It means getting all the things needed to do a job. Do you have a large family? Then you organize what they do. Do you sew? Then you organize the things you sew with. Do you have a workshop? Do you build things? Then you organize your materials. You organize your tools. You have some organizing skills.

Following Directions: Do you read sewing patterns? Do you read blueprints? Can you follow other written directions? Can you read the directions to put together bicycles? bed frames? cabinets? a child's toy? Then you have some skill in following directions.

Supervising: You take care of children. You give them things to do. You take them places. You make sure they eat. You see that they do not get hurt. You make sure they do what they are supposed to do. This means you are supervising them. You have some skill in supervising people.

Teaching: Maybe you help people learn things. You may help them learn to cook, to sew, or to build things. You may help them read, add, or understand a problem. You may help them get from one place to another. Do you like to help people in these ways? Have you done any of these things? Are you good at doing them? If you are, you have teaching skills.

Getting Along with People: Do you like people? Do you get along with them well? Do they like you? Do you like to talk to people a lot? Then you may do a good job in customer service. Or you may be good at some other job that deals with people.

Making and Fixing Things: Can you cook? sew? put up shelves? fix a leaky faucet? repair windows and doors? put in new glass? fix a toy? You may find a job that needs those skills.

LIFE SKILLS FORM

Name ______________________________ Age ____________

Address ______________________________

Phone ______________________________

SKILLS: List the things you do that require these skills.

Organizing ______________________________

____

Following Directions ______________________________

____

Supervising ______________________________

____

Teaching ______________________________

____

Getting Along with People ______________________________

____

Making and Fixing Things ______________________________

____

Other ______________________________

____

THINGS YOU DIDN'T KNOW YOU COULD DO Part II
MATCHING LIFE SKILLS TO JOBS

Using Information, Communication, Problem-Solving

OBJECTIVES

Parents learn to read want ads or job announcements.

Parents identify their own skills that are appropriate for job openings.

PREPARATION

Facilitator: Cut out want ads from the local paper which can be used with the group (enlarge them if possible). Paste in a column on a page. Choose a variety which are representative of available jobs in the area and appropriate to the range of skills among the parents. Make enough copies for each parent.

Materials: Charts from previous discussion of Lisa Bartlett: responsibilities of the cook position and Lisa's qualifications.

Room: Discussion circle with desks or tables for writing.

Steps for Conducting the Activity:

1. Begin by reviewing the earlier discussion about Lisa Bartlett and life skills. Ask members to share with the group any new thoughts they had about their own skills, as they reviewed and filled out their **Life Skills Form** at home. Encourage all members to share an insight of something they realized about themselves from this exercise.

2. As the next step to recognizing life skills, explain that today we will look at actual want ads from our local paper and determine what the qualifications are and how our own skills match these requirements. Pass out the **Sample Want Ad Chart**.

3. Continue by saying that as a whole group we will try to identify the requirements included in each want ad on the sheet.

4. Lead parents in identifying what each job requires and ask them to write the requirements in the space to the right of the ad. (You may write these on the board, as well.) Go through your list of 8-10 ads.

5. Ask parents individually to write their own qualifications for any of the jobs which are listed on the paper. Encourage them to do this for at least 2 or 3 of the jobs. They may want to use their own **Life Skills Forms** to help them identify appropriate skills. (15 minutes.)

6. Divide the group into groups of 2 or 3. Ask parents to share their self-descriptions in groups.

7. Close by reminding participants that life skills are extremely important for finding and doing a job. Ask parents to look at want ads over the next few days and bring in those they want to discuss.

SAMPLE WANT AD CHART

ADVERTISEMENT	REQUIREMENTS	MY QUALIFICATIONS
Cook: ____________________ ____________________		
Receptionist: ____________________ ____________________		
Sales Clerk: ____________________ ____________________		
Manufacturing: ____________________ ____________________		
Hotel Maid: ____________________ ____________________		
Cosmetics Sales Rep: ____________________ ____________________		
Child Care Worker: ____________________ ____________________		
Bus Driver: ____________________ ____________________		
Accounts Payable: ____________________ ____________________		
Nursery/Garden Assistant: ____________________ ____________________		

WHAT KIND OF WORK DO I WANT TO DO?

Using Information (Information Gathering), Decision-Making

OBJECTIVES Parents will think about the specific kind of work they want to do.

Parents will identify what they want to learn about the work.

Parents will identify resource people who will help them learn.

Steps for Conducting the Activity:

1. Review previous discussions in which parents have begun to identify the kind of work they really want to do.

2. Ask all parents to close their eyes and imagine themselves doing the kind of work they want to do. Ask them to make a picture in their minds of: working at a certain place, providing a specific service, or selling a certain product. Are they working at home? In an office? Factory or store? What are they wearing? Are they working with other people or alone? Are they talking? Listening? Using their hands? Writing? Driving? Let them think about this for a few minutes.

3. Ask parents to open their eyes, share what they saw themselves doing. Ask how they felt when they imagined themselves at work. List on the board the different jobs that parents describe.

4. Next ask the group if they know people who are doing these kinds of work now. Ask the group to think about friends, family, neighbors who they know or friends of friends. Add any contacts or names you have, if the group is unable to identify someone. List each resource person (someone who knows about one of the ways to earn money that a parent has selected) next to the kinds of work described by the parents.

5. Next explore with parents how they want to learn more from the resource people they have identified. Do they want to visit the place the person works or have the person visit? Does everyone want to learn about all of the kinds of work? In what order do they want to meet with the resource people?

   Ask for a couple of parents to help with arranging visits and to meet with you after the session.

6. Finally, have the group brainstorm about questions they will want to ask the resource persons about their work, such as: "How did you learn your work? Did you need special training? How long does it take you to make your product? How do you get the customers? What do you like about this work? What advice can you give us? What problems have you had?" Questions may vary for the different kinds of work the parents have selected. List these questions.

7. Close by asking the parents to continue to think about what they want to learn from the resource people and about the work they are most interested in.

8. Meet with the volunteers who will help arrange the visits. Note: The "What to Learn About Jobs" activity should be conducted prior to scheduling visits.

WHAT TO LEARN ABOUT JOBS

Using Information (Information Gathering)

OBJECTIVES

Parents will identify the kinds of information they need, to understand more about different jobs and professions.

Parents will develop a set of questions that any of them can use to learn about a job.

Parents will discover how much individuals already know that can be shared with others.

Steps for Conducting the Activity:

1. Have the group brainstorm ideas about what questions are important when thinking about jobs. While the group will come up with many of their own ideas, feel free to add some if the list is not complete. Things that will likely be included in the list of questions are:

    - What skills are needed for this work?
    - Is any specific training needed for this work?
    - Does a person need any equipment or license?
    - What personality traits are important to do this work?
    - Does this job deal mainly with people, information or things?
    - Is this a job where someone works mainly alone or with others?
    - What's the daily schedule or routine?
    - Does this work require someone to make judgments by themselves or with others?
    - Does a person doing this job meet the public?
    - Are there a lot of interruptions, or can a person work steadily at a task?
    - What kind of hours does the work require?
    - What salary does the job pay?
    - What are the working conditions?
    - What are the benefits? Medical insurance? Vacation pay? Workman's Compensation?
    - Are there any limitations or restrictions?

What to Learn About Jobs, continued

- Is it temporary? Seasonal? Outside or inside?
- How does a person find out about the job's availability?
- Is the work stressful? If so, in what ways?
- Can much of this work be learned on the job?
- Is this kind of work in demand? Is there a future in it? Is it new?
- What are some of the hardest things about the job?
- What kind of person is not well suited to do this?
- Does this work require a lot of reading, writing or math?

2. Try to make sure that each member of the group has offered several ideas. Encourage the group to think of as many ideas as possible.

3. Once the group has brainstormed a list of questions, ask, "Why are these questions important?" For example, would they help a person find something that is a good fit? Would they help a person avoid work that is not good for them? Would they help a person know what preparation they would need for certain work?

4. Have the members see how some of the questions are related to each other and can be grouped together. Stimulate a discussion to see which questions they believe to be the most important, and number them in the order members suggest. (Each parent may want to list these in order of personal importance.)

5. Explain to the group that these questions will be used in a later exercise when they visit work sites or talk with employed people about their jobs.

NETWORKING: HOW TO MAKE YOUR NETWORK WORK FOR YOU

Problem-Solving, Communication, Using Information (Information Gathering)

OBJECTIVES	Parents will identify people within their own family and community who can help them learn about different kinds of work and possible job opportunities. Parents will practice gathering information and talking with acquaintances who can become resources.
PREPARATION	**Facilitator:** Prepare to discuss a working definition of NETWORK and how to develop your own network to help find a job or another needed resource, such as housing or child care. **Materials:** **Your Network** handouts, and **A Networking Script** handouts for the second session. **Time:** 2 sessions.

Steps for Conducting the Activity:

1. Begin by asking who in class ever found out about a job, house or child care from a friend, neighbor or acquaintance. Ask for examples. Be prepared to share an example of your own. Explain that we all have our individual networks for information and for support.

2. Lead a discussion about how everyone's network is different. Everyone knows quite a few people, family, friends, neighbors, business people and service providers in our community. These people—friends, family and acquaintances—can help us build networks for finding a job.

3. Ask how parents define NETWORK. Write the word and definitions on board, such as:

   - connections
   - interaction
   - information exchange
   - support

   Explain that lots of times people find jobs because of who they know. If the people in your network know you are looking for work, then, as your contacts hear of jobs, they'll know to call you with the information.

4. Distribute **Your Network** sheet to each parent, and ask the group members to fill in the form as best they can (allow 10 minutes). Parents should think of any and all people they know who work, and some people they "know of," rather than know directly (e.g., your cousin's brother-in-law, your neighbor's boss's wife).

Networking, continued

5. After spending some time on their individual networks, ask the group to come together and share at least one working person they've identified in one or two of the categories (friend, relative) with whom they want to network about finding a job.

6. Explain that parents can make their own network notebook to keep names, phone numbers and notes about what they learn, as they use their networks. It is important for parents to note their contacts, and to keep track of the information they gather.

Second Session:

1. Discuss as a group how to make a network "work" for you. Brainstorm as a group questions to ask people in their networks and what information these people need to know about the parents' work interests and needs. List questions and ideas on the board.

   Explain that networking leads should be followed up and calls made to contacts. It is helpful to have a **"Networking Script"** for calls and visits.

2. Develop a **"Networking Script"** for practice (see handout).

3. Parents can break up into 2's and practice role playing, calling or talking to a network contact, asking the questions that were identified in the previous session.

4. Remember, networks work when they are used. As parents build their own, they need to remember to ask, if they want to get information. Following up with people 3-4 weeks after the first contact with them helps them to remember that we are still interested. This is another good reason why we need to keep track of names, dates, conversations and phone numbers. Networks require a fair amount of initiative if they are to be effective.

YOUR NETWORK

LIST WHO MIGHT BE ABLE TO HELP YOU FIND A JOB:

	WHAT THEY DO	WHERE THEY WORK
FRIENDS:		
RELATIVES:		
PEOPLE YOU DO/DID BUSINESS WITH:		

(Adapted from "How to Find a Job," Adelante, Inc., Berkeley, CA, 1986.)

A NETWORKING SCRIPT

FOR MAKING NEW CONTACTS

Hello, this is...

I am...(your neighbor)(Suzy McGee's friend).

I am trying to learn more about jobs in the area.

I am interested in finding a job doing...

May I ask you some questions?

Where do you work?

What do you do at your job?

Are there any openings? or, Do you know of any openings?

If so, what kind of job is it?

Who do I talk to about it?

What qualifications does it require?

What is the pay rate?

My skills are...

Who else do you think I should talk with about a job?

Can I use your name?

Please keep me in mind if you hear of anything. My number is...

Thank you for your help and time.

LEARNING ABOUT JOBS Part I

Communication, Using Information (Information Gathering)

OBJECTIVES Parents will learn abut the job experiences from others who have worked.

Parents will gain skills in asking pertinent questions.

Parents who have worked will gain increased sense of self-worth by being able to use their experiences to help others.

PREPARATION: **Facilitator:** Have questions from **What to Learn About Jobs** on the board or posted for reference.

Steps for Conducting the Activity:

1. Open the session by asking parents to tell a little about some of their work experiences. Ask who has had a job and what he/she did.

2. Explain that today we are going to practice "interviewing" one another, to learn more about different kinds of jobs and how to ask questions of people about their work. This practice will help us when we are interviewing other people who are working in the community.

3. Have the group refer to the posted list of questions about jobs which they made up earlier. Remind them that they will want to learn specifics about the work tasks, and they will want to know what the work "feels" like. (The group should feel free to ask their fellow members what they liked and didn't like, what was hard or unpleasant, etc. The members can be more candid and honest with each other than with strangers.)

4. Ask for a volunteer to be interviewed by the group about a job experience.

5. Ask for a volunteer to be a "radio talk show host" who is interviewing someone about a work experience. They should sit in front of the group with a "mike" and do a rather casual, folksy interview. Tell the interviewer that she/he can take call-in questions from the "listening audience." Encourage the interviewer and "listeners" to ask things that will encourage the person to talk freely about the job. (Of course, there may not be much to say, or the person may have had a bad experience.) You can ask a few questions, yourself. Stop after about 7-10 minutes. Repeat the process with 2 other people, if the group is enjoying it and if it seems useful.

   (The point is to have a good time, let people relax and see that this is something not too hard. At the end you can point out that this "radio show" might be a little looser than the interviews they will do later, but that it is a fun way to get an idea of how to do it. Of course, there may be some really good factual information that people can use, as well.)

6. If the group has trouble getting into the radio show idea, just let them ask the job-holders about their work. They can ask about the specifics of the work, as well as about the world of work and life in the workplace. Time should allow for questions to be asked of more than one member.

7. Try to make sure everyone participates and has a chance to get in on the discussion. Check with the group to see if they think focusing on these questions for interviewing someone with experience is a useful way to find out about jobs that may be of interest to them. Find out from the group which types of questions seem to be best for getting information.

8. Tell the group that this is one way not only to learn about jobs, but to learn more about getting information from other people. They have had a chance to practice, to find out a good way to ask the questions and which work best for them. Mention that while someone may not be ready to look for work, he/she can use this question method in other situations.

9. To close the session, give lots of praise for the participation of those who were "interviewed," and for the way people asked questions. Tell the group that this was their first practice in new ways to learn about jobs.

PARENTS AS WORKERS

LEARNING ABOUT JOBS Part II

Communication, Using Information (Information Gathering)

OBJECTIVES Parents will practice finding out about jobs at the school.

Parents will become familiar with their school.

PREPARATION **Facilitator:** Talk with the supervisor or principal about having PACE parents interview various staff members about their work. Be prepared to explain why this is important to the group members and how they have been preparing for learning about jobs in the community. Find out how to schedule interviews. Group members may have to plan to do this outside of regular class time. Let the school personnel know what a valuable assignment this is for both parents and the school. Bring **"What to Learn About Jobs"** questions from that previous activity.

Time: 2-3 sessions.

Steps for Conducting the Activity:

1. Explain to the group that there are a number of jobs right at the school—some of which they may be interested in, others they might want to know more about.

2. Ask the group to list the jobs. They will likely include: principal, teacher, teacher's aide, cook, bus driver, janitor, crossing guard, health clerk, librarian, etc.

3. Tell the group that you have cleared the way for them to be able to spend some time with various school staff, to interview them about their work.

4. Have them decide whether they want to work individually or in teams. It will depend on the number of group members and how comfortable they are with the idea of this assignment. Talk about how they can get prepared. Will they want to write out their questions? What specifically would they like to know? What do they think the value is of this task, beyond learning about some interesting jobs.

5. Ask the group to decide who they want to interview and how to go about setting up a good time. They may suggest asking one or more of the people to visit class. If that is appropriate in your setting, you may want to arrange for this. Otherwise it is good practice for the members to arrange a time with your help.

6. Tell parents that they have 2 weeks to interview a member of the school staff about his/her job.

7. Part of the task will require members to report back to the others, so everyone can have access to the information. Remind the group that not only will they learn about the job but about the process of getting information. Using the questions developed earlier, have the group fill in information on each job they learned about.

8. **Two weeks later:** Parents report back to the group about who was interviewed and what they learned from the interviews. Remind parents to send brief thank-yous to those they interviewed.

LEARNING ABOUT JOBS Part III

Communication, Using Information (Information Gathering)

OBJECTIVES Parents will interview someone in the community who has a job they are interested in.

Parents will gain confidence in setting up an appointment, asking related questions and observing someone in a work setting.

PREPARATION **Facilitator:** Have all the questions about jobs that parents have listed posted or written on the board. Also, have interviewing questions posted. Have a **Planning Sheet** handout for **Learning About Jobs** for each parents.

Room: Discussion circle.

Time: Several sessions.

Steps for Conducting the Activity:

1. Ask each parent to share with the group which jobs he/he wants to learn about and who he/she has decided to interview and/or visit. Refer to the **Networking** activity.
2. Open discussion about planning for the interviews and/or visits. Pass out a **Planning Sheet** to each parent. Have parents spend a few minutes filling out numbers 1-7 on the sheet. Once parents have written the specifics, focus the discussion on preparing. How will parents get ready for their visit and/or interview? Help parents think about possible difficulties which could occur and how they will solve them. (Parents may want to plan their interviews in pairs.)
3. Ask each parent to list the questions they plan to ask, and what they plan to observe if they are going on a visit (#8 and #9 on the **Planning Sheet**). Have parents share the questions they will ask and the things they want to see, with other members. Acknowledge that this may feel a little scary. Remind them of how they have already practiced, by talking with their fellow group members and school staff members. Were they a little nervous at first, before they did that? Suggest it will be fun to be inside a work situation which will give them a better idea about what a particular job is all about.
4. Rehearse. Request a volunteer to play the part of the person being visited or interviewed. Have each parent practice his/her approach and questioning style. Encourage lots of praise from group members for this practice.
5. If possible, allow time at PACE for calls for scheduling. Ask parents to set up visits and/or interviews for some time within 2-3 weeks. Give a date for completion. Work with an individual parent who may need help arranging and conducting the interview/visit.

Plan to follow up after 2-3 weeks. Let parents know that after each one has made the workplace visit or done the interview, they will get a chance to tell group members about it. A parent may discover she/he really does like that kind of work, or really is not so attracted to it anymore. That is the point, after all. No matter what, others in the group can benefit from learning what someone else has found out.

PLANNING SHEET

LEARNING ABOUT JOBS

1. The job I want to know about is ____
____.

2. I want to visit ____
____ to learn more.

3. I will talk to ____
____ about the job.

4. I will call ______________________________ to set up an
(phone)
appointment for ______________________________.
(date and time)

5. I will get there by ________ driving ________ bus ________ getting a ride ________ walking ________
other: ________.

6. My child(ren) will be ____
while I am learning more about this job.

7. I will take notes in ____.

8. The questions I want to ask are: ____
____
____
____
____.

9. I want to see the following things at the workplace: ______________________________
____
____.

WHAT TO HAVE READY WHEN YOU LOOK FOR A JOB

Using Information (Information Gathering)

OBJECTIVES

Parents will know what documents and information are usually required when seeking work.

Parents will have set up their own filing systems for these materials and have them readily available.

Parents will understand why it is important to be organized and ready for their application process.

PREPARATION

Facilitator: Make a sample filing notebook or filing box to show to the group.

Room: Discussion circle, with writing surfaces for parents.

Steps for Conducting the Activity:

1. Ask parents who have had experience looking for work to tell what happened when they went to apply for a job.

2. Ask them to tell what information they needed to have with them in order to fill out the application or talk to a potential employer. Write down their answers.

3. Have the members think about all the kinds of information they might need to have with them, when they go for a job. Encourage people to think of a specific job, to help them focus on the information they might need. Some answers include:

   - Social Security number
   - driver's license number
   - birth certificate
   - health records
   - jobs held and dates of employment
   - previous employers' names, addresses, phones
   - names and phone numbers of references

   Depending upon the local work situation, there may be other kinds of information required.

4. Ask parents if they have such information written and collected. Do people have these kinds of things in a safe place? Is it all together? Would they know where to find it? What would make it easier to get the information ready? Where could they get the missing pieces?

5. If one group member has not already brought up the idea, suggest that each person and family needs to have a safe, handy place for such information. Ask for ideas about what kind of record-keeping systems group members have found work best for them? How do they "keep it all together?"

What To Have Ready When You Look for a Job, continued

6. If most people already have such a record-keeping system, congratulate them on their good organization and preparation. Ask the group what other uses such files have. Write the list on the board.

7. If people aren't prepared, indicate that now is a perfect time to get started. Suggest that while it sounds like a lot of work and trouble, in the long run it will save time and aggravation. They will feel really pleased the next time they try to locate something.

8. Encourage anyone without such a system to start right during group to plan how to set one up—using others' ideas or their own. For example, a big notebook, or a file box. Show your samples. Suggest members work together or help each other think about how to set up a notebook or files or other system. They may offer to help find boxes or notebooks for each other.

9. Suggest that some people also find it useful to have a checklist of important documents or information they refer to when getting ready to go to apply for work.

10. Ask the group to make one up right now that could be copied as a reminder for them. They can refer back to the earlier list and add other things. Have members copy down the list so they can keep it with their files. Encourage parents to complete their files and keep them in a safe place, so they will be ready when applying for a job.

WHEN I GO TO WORK—GETTING MYSELF READY FOR A JOB

Problem-Solving, Using Information (Information Gathering)

OBJECTIVES

Parents will identify the aspects of their family responsibilities and home life which will be affected when they begin working.

Parents will begin to plan how to get themselves and their families ready for the changes.

Parents will identify the steps involved in getting prepared to go to work.

Parents will begin to plan how to make adjustments and changes at home which will help their transition to work go more smoothly.

PREPARATION

Materials: "Planning for Me and My Family" handouts.

Room: Discussion circle with desks or tables for writing.

Steps for Conducting the Activity:

1. Ask parents to think about what happened at home when they began attending PACE: What changes did they have to make? What happened to their routines? Did their children react to the changes? Did their husbands (or boyfriends or other family members) react to the changes? Was it hard? Was it stressful? Did they have to get extra help to do the things they used to do by themselves? For watching the kids? cooking? cleaning? laundry? errands? Who helps them?

2. In groups of 3 (or as a whole group) ask parents to share the ways they were able to solve the problems which arose from the changes in schedules and new commitments they made to PACE. How have they managed meal preparation, cleaning, shopping, care of the children who are not old enough to go to PACE? Ask parents to share solutions and successes with the entire group.

3. Remind the group that all of us manage, make decisions, carry out many responsibilities every day. Figuring out how to take on new responsibilities or make changes in what and when we do things or determining who can help us is part of our daily lives.

4. Now ask parents to take a few moments to think about how they can get themselves and their families ready for their taking a job. Will new arrangements have to be made for child care? Will someone have to make/serve/clean up after meals? Will someone have to pick up kids, groceries, supplies? Have parents use the **Planning Form for Me and My Family** to help think through their own family plan.

5. After 20 minutes, have parents share their plans and talk about how they have already solved some of the problems in order to come to PACE. In summary, ask parents to continue thinking about their own plans and to add to them at home.

PLANNING FOR ME AND MY FAMILY

WHILE I AM AT WORK, WHAT PLANS NEED TO BE MADE FOR:

WHO WILL HELP?

My children

My husband

Family meals

Grocery shopping

House cleaning

Dishes and laundry

Other

RECOMMENDED READING

- ◆ Books About Children and About Raising Children 185
- ◆ Books About Working with Groups and Facilitating Adult Learning 187

RECOMMENDED READING

BOOKS ABOUT CHILDREN AND ABOUT RAISING CHILDREN

Albert, Linda, **Coping with Kids**. Ballantine, 1984.

Ames and Ilg, **Your One Year Old, Your Two Year Old—Terrible or Tender, Your Three Year Old—Friend or Enemy, Your Four Year Old—Wild and Wonderful, Your Five Year Old—Sunny and Serene, Your Six Year Old** (a series of books about the characteristics and needs of children based on their age). Delta Books, 1980-83.

Balter, Lawrence, **Who's In Control**. Poseidon Press, 1989.

Brazelton, T. Berry, **To Listen to a Child**. Addison-Wesley, 1986.

Brenner, Barbara, **Love and Discipline**. Bank Street College of Education Child Development Series. Ballantine Books, 1983.

Briggs, Dorothy Corkille, **Your Child's Self-Esteem**. Dolphin Books, 1975.

Brown, Martha, **Schoolwise: A Parent's Guide to Getting the Best Education for Your Child**. Jeremy P. Tarcher, Inc. Distributed by St. Martin's Press, 1985.

Campbell, Ross, **How to Really Love Your Child**. Victor Books, 1986.

Crist, Mary Jo; Ehlert, Madeline E.; Schneider, Judith; **Listen to Me—PLEASE: A Communication Handbook and You Can't Make Me—A Handbook on Behavior Management**. C.A.P.E. Series, 1986. (Available from: The C.A.P.E. Center, Inc., 5924 Royal Lane, Suite 216, Dallas, TX 75230).

Clarke, Jean Illsley, et al. **Help! For Parents of Infants from Birth to 6 Months; Help! For Parents of Children 6 to 18 Months; Help! For Parents of Children 3 to 6 Years; Help! For Parents of Teenagers**. Harper & Row, 1986.

Curran, Dolores, **Traits of a Healthy Family**. Ballantine Books, 1983.

Dobson, James, **Hide or Seek: How to Build Self-Esteem in Your Child**. Revell, 1974.

Dodson, Fitzhugh, **How to Father**. New American Library, 1974.

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Dreikurs, Rudolf, **Children: The Challenge**. Hawthorn Books, 1964.

Faber, Adele and Mazlish, Elaine, **How to Talk So Kids Will Listen and Listen So Kids Will Talk**. Avon Books, 1980.

Books about Children and about Raising Children, continued

Galinsky, Ellen, and David, Judy, **The Preschool Years: Family Strategies that Work from Experts and Parents**. Time Books, 1988.

Ginott, Haim G., **Between Parent and Child**. Macmillan, 1964.

Glenn, H. Stephen, with Nelson, Jane, **Raising Children for Success**. Fair Oaks, CA. Sunrise Press, 1987.

Hart, Louise, **The Winning Family: Increasing Self-Esteem in Your Children and Yourself**. Life Skills Press, 1990.

Kaplan, Louise J., **Oneness and Separateness: From Infant to Individual**. Touchstone/Simon & Schuster, 1980.

Lindemann, James and Sally, **Growing Up Proud: A Parent's Guide to the Psychological Care of Children with Disabilities**. Warner Books, 1988.

Lloyd, Davina, and Rushton, Ann, **1,000 Mothers Questions Answered**. Thorsons Publishing Group, 1990.

Phillips, Debora, and Bernstein, Fred, **How to Give Your Child a Great Self Image**. Random House, 1989.

Rich, Dorothy, **MegaSkills**. Houghton-Mifflin, 1988.

Rogers, Fred, **Mister Rogers Talks with Families About Divorce**. Berkley Books, 1987.

Rubin, Richard; Fisher, John J.; Doering, Susan; **Your Toddler**. Johnson & Johnson Child Development Publications, Macmillan Publishing Co., 1980. Schultz, Dodie, Ed., **Toddler Years**. Parents Magazine. Ballantine, 1986.

Weinhaus, Evonne, and Friedman, Karen, **Stop Struggling with Your Child**. Harper Perennial, 1991.

Wyckoff, Jerry, and Unell, Barbara, **Discipline Without Shouting or Spanking**. Meadowbrook, 1984.

OTHER RESOURCES

A Child in Your Life is a series of pamphlets and videotapes, geared to young parents and related to parenting their child and taking care of themselves. Written for a low reading level, the series is well-illustrated and offers practical suggestions in positive ways. Contact: Purdue University, Publications Mailing Room, 301 S. 2nd Street, West Lafayette, IN 47905.

Unlocking Your Potential consists of ten 20-minute video segments on self-esteem, which have been shown during the school day over Kentucky Educational Television (KET). Contact: Harry Hinkle, KET, 600 Cooper Drive, Lexington, KY 40502, 606/233-3000.

RECOMMENDED READING

BOOKS ABOUT WORKING WITH GROUPS AND FACILITATING ADULT LEARNING

Helping Parents in Groups: A Leader's Handbook, Linda Abrams Brown, Jennifer Kane Coplon, Phyllis Conklin Sonnenschein. RCI Communications, Inc., 1984 (1616 Soldiers Field Road, Boston, MA 02135).

Making Meaning, Making Change: A Guide to Participatory Curriculum Development for Adult ESL and Family Literacy, Elsa Auerbach. University of Massachusetts, Boston, MA, 1990.

Teaching Adults: An Active Learning Approach, Elizabeth Jones. NAEYC, 1886.

Who Me Lead a Group?, Jean Illsley Clarke. Winton Press, 1984 (1-800-242-7737).

Working With Parents, Dolores Curran. American Guidance Service, 1989 (Publishers Building, Circle Pines, MN 55014-1796).

◆ The following may be ordered from:

UNIFEM
304 East 45th Street, 6th Floor
New York, NY 10017

Learning to Teach: Training of Trainers for Community Development, Jane Vella, 1989.

NAVAMAGA: Training Activities for Group-Building, Health and Income Generation, Dian Seslar Svendsen and Sjuatha Wijetilleke, 1983.

Women Working Together for Personal, Economic and Community Development, Suzanne Kindervetter, 1983.

Tools for Community Participation: A Manual for Training in Participatory Techniques, Lyra Srinivason, 1989.

PACE

Parent and Child Education

PARENT TIME CURRICULUM GUIDE

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The information and activities in this Guide have been drawn from many sources by the Family Resource Coalition. The authors are grateful to the experts who have so generously contributed to the final product, with special thanks to all the PACE instructors and parents who have provided us with ideas and feedback during the pilot period.

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FAMILY RESOURCE COALITION

The Family Resource Coalition's mission is to build support and resources within communities that strengthen and empower families, enhance the capacities of parents, and foster the optimal development of children and youth. This national Coalition provides leadership by developing resources for programs, by affecting public policies, and by increasing the public understanding of and commitment to families.

The Coalition represents more than 2500 family resource programs and assists thousands of people throughout the United States and Canada who work with programs and families:

- by developing a national resource center on family resource programs and continually updating and reviewing information to aid program providers and parents
- by advocating on issues that affect families at local, state, and federal levels
- through consulting and training services for state and local governments, schools, and other agencies in the process of integrating family-focused prevention principles into their systems
- by publishing books, guides, reports, and periodicals on practical as well as cutting-edge work in the family resource field
- by sponsoring national and regional conferences, establishing state networks, and assisting in the creation of affinity groups
- by providing technical assistance on program development for Family Resource Coalition members

For membership and publications information contact the Family Resource Coalition, 200 S. Michigan Avenue, Suite 1520, Chicago, IL 60604, 312/341-0900.

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